

FEDERAL BUREAU OF INVESTIGATION

**HIGHLANDER FOLK  
SCHOOL**

**PART 5 OF 7**

**FILE NUMBER: 61-7511**

# Highlander Folk School

Section 5 of 11 Sections

61-7511

Office Memorandum • UNITED STATES GOVERNMENT

TO : DIRECTOR, FBI (61-7511)

DATE: 12/14/55

FROM : SAC, KNOXVILLE (61-12)

SUBJECT: HIGHLANDER FOLK SCHOOL  
 INTERNAL SECURITY - C

Re: Knoxville letter to Director dated 12/9/55.

A copy of this letter was inadvertently not designated for the Washington Field Office. Enclosed is a copy of referenced letter for the information of the Washington Field Office, and they are requested to make the necessary correction as set forth in reflet.

- ② - Director (61-7511)
- 1 - Washington Field (Encl.1)
- 1 - Knoxville (61-12)

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Director, FBI (100-7254)

SAC, Knoxville (100-00A)

HIGHLANDER FOLK SCHOOL  
IS - C

Re SAC letter 54-22 and Knoxville letter 11/28/53.

The thumbnail sketch concerning the Highlander  
Folk School as set out in referenced letter is accurate and  
up-to-date.

67c  
[redacted] nls  
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100-7511-✓  
ENCLOSURE



Director, FBI (100-7254)

SAC, Knoxville (100-00-A)

THUMBNAIL SKETCHES ON  
SUBVERSIVE ORGANIZATIONS  
IS - C

Re SAC letter 5-22.

There are no known subversive organizations either local or national in scope located within the territory of the Knoxville Office.

Enclosed herewith is memo concerning Highlander Folk School, which thumbnail sketch has previously been furnished to the Bureau. There has been no known changes in this organization necessitating a revision of the sketch.

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ENCLOSURE - 1

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FBI/DOJ



Office Memorandum • UNITED STATES GOVERNMENT

TO : DIRECTOR, FBI

DATE: 4/6/56

FROM : SAC, KNOXVILLE

SUBJECT: HIGHLANDER FOLK SCHOOL  
INTERNAL SECURITY-C

██████████ U. S. Department of Agriculture, Cleveland, Tennessee, on 4/2/56, advised ██████████ that he had received a request from MILES HORTON, President of the Highlander Folk School, Monteagle, Tennessee, to make a talk concerning conservation matters before the school in June 1956. He stated he declined the invitation but felt that HORTON might insist upon his making the talk. 5-1

██████████ stated he had heard from individuals residing in vicinity that this school had the reputation for being inclined towards communism, and that he therefore did not desire to make the talk. ██████████ asked as to whether this school was subject of investigation by the FBI.

██████████ was furnished no information concerning this school. He indicated he might request the Department of Agriculture to contact the Bureau in Washington concerning this matter.

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2-Bureau  
1-Knoxville (61-12)

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MAILED  
APR 27 1956  
NAME CHECK

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
EXCEPT WHERE SHOWN  
OTHERWISE.

April 27, 1956

HIGHLANDER POLK SCHOOL  
Monteagle, Tennessee

MRS. MILES HORTON, also  
known as Mrs. Myles Horton  
Highlander Polk School  
Monteagle, Tennessee

MR. MILES HORTON, also  
known as Mr. Myles Horton  
Highlander Polk School  
Monteagle, Tennessee

All confidential informants referred to in this memorandum have furnished reliable information in the past.

On April 21, 1942, a confidential informant advised that Myles Horton, Highlander Polk School, Monteagle, Tennessee, was a speaker at a meeting of the Southern Conference for Human Welfare which was held in Nashville, Tennessee, on April 19 through 21, 1942. According to the informant, Horton spoke on the importance of training the youth of the nation both vocationally and in democracy. The Southern Conference for Human Welfare has been cited by the Special Committee on Un-American Activities, Report, March 29, 1944, page 147 as a "Communist front which received money from the Robert Marshall foundation, one of the principal sources of the funds by which many Communist fronts operate." Summary

121-33956-52

On October 14, 1952, a confidential informant furnished the following information concerning the Highlander Polk School:

Tolson  
Boardman  
Nichols  
Belmont  
Harbo  
Mohr  
Parsons  
Rosen  
Tamm  
Trotter  
Winterrowd  
Tele. Room  
Holloman  
Gandy

Orig and one to OSI  
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See NOTE on page 3.

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"The Highlander Folk School is an institution located near Monteagle, Tennessee. It is an institution with classes on a seminar basis and supported primarily by donations from individuals, from labor unions in the form of payments for students who attend, and to some extent by the Farmer's Union. It offers courses of instruction in labor organization, social economics, parliamentary procedure and the general field of labor education. This school has had Communist Party members on its staff as instructors, [and has followed the practice of welcoming Communist Party members as students, but to my knowledge, the school has never offered courses of instruction in communist matters nor has the communist element ever completely controlled the institution."] 84

61 [REDACTED] 100-7254-1084)  
(Another Governmental agency which conducts intelligence investigations has advised that Louis Francis Budenz, former editor of the "Daily Worker," an east coast communist newspaper, and an admitted former official in the Communist Party, advised on November 21, 1952, that the Highlander Folk School was procommunist. (House of Repre. Select Comm to Inv Foundations and Other Organs; 100-7254-1084)

On April 19, 1949, Paul Crouch, a self-admitted former member of the Communist Party, furnished to this Bureau a signed statement in which he described Myles Horton as a left wing Socialist who was always close to the Communist Party. According to this statement Horton met with officials and representatives of the Communist Party to discuss policy and procedure during the period from 1939 to 1941; and, even though he showed some independence in thought, Horton usually followed the Communist Party line. The statement continues that in 1941 Horton could have been described as a close sympathizer and follower of the Communist Party line; and that his wife, Zylphia Horton, was even closer to the Party than her husband. According to Crouch's statement, when he last saw Zylphia Horton in 1941 she was seriously considering joining the Communist Party.

(100-10355-345)

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[REDACTED]

[REDACTED] 123-10180-6)

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[REDACTED]

123-10180-6)

For your additional information please be advised that Myles Horton referred to above testified in public session before the Jenner Committee on March 20, 1954. You may desire to consult records of this Committee for additional information concerning the subject of your inquiry. (62-88217-1496)

The foregoing information is furnished to you as a result of your request for an FBI file check and is not to be construed as a clearance or a nonclearance of the individual involved. This information is furnished for your use and should not be disseminated outside of your agency.

NOTE: Thumbnail Sketch re Highlander Folk School was checked as up to date with Organization Desk. Inv. on school conducted in 1941 - 1943 based upon numerous complaints received in Knoxville Office concerning Communist activities at the school. Reports have never been disseminated and contain notes reflecting much of the subversive derogatory information contained therein has been repudiated by individuals previously furnishing information. No investigation has been conducted concerning Mrs. Myles Horton. Security - type investigation conducted on Myles Horton in 1942 and 1944 based upon information reflecting that Horton may be a

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communist and that the Highlander Folk School was communist dominated. The investigation on Horton consists of 2 reports of the Knoxville Office, one dated 3-18-42 and the other dated 1-25-44. The latter report reflects that the investigation on Horton was closed in 1944 since no information had been reliably furnished that he was interested or active in Communist Party affairs in the Knoxville area, although a number of known communists and followers of the Party line were found to be interested in the Highlander Folk School. It is also noted that these reports have not been previously disseminated and much of the subversive, derogatory information contained therein has been repudiated.

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# HIGHLANDER

FOLK SCHOOL  
MONTEAGLE, TENNESSEE

## 21<sup>st</sup> ANNUAL REPORT

OCTOBER 1, 1952 — SEPTEMBER 30, 1953



*"I feel that no one on the American scene is making a greater contribution to the building of democracy."*

—Richard C. Shipman  
Acting President  
Montana Farmers Union

61-7511-195

## INTRODUCTION

Since 1932 Highlander has served as a year round educational center for rural and industrial community leaders and has contributed to the enrichment of the indigenous cultural values of the mountain region in which the school is located.

Our democratic purpose and the educational needs of the people have determined Highlander's approach. As unionism became a significant factor in the lives of the mountain people, workers education and the training of local leaders for farm organizations were given special attention. We were able to educate the emerging leaders and broaden their concept of leadership to include responsibilities as citizens. Students carried back into their organizations concepts learned at Highlander, where their problems and plans were freely discussed in the light of democratic principles.

While the program has never been limited to work with organizations, we felt that a portion of our time could be profitably spent in developing leadership for the local unions and farm organizations in the South. Today many unions are in a position to do much of their own training. Highlander can now make its greatest contribution, even to the unions, by bringing together people from all walks of life for an educational experience.

Highlander has been emphasizing in recent years education for community leaders and providing educational services only to organizations where there is a maximum opportunity for free and fruitful discussion.

Our present emphasis is the mountain region which includes part of eight states and has a tradition of independence that should provide a sound basis for free discussion and liberal education.

The shift in emphasis which has been taking place is reflected by a three year project for the training of community leaders, and by short resident schools for lay community leaders.

While we will continue the extension program, it is in the resident schools and workshops that the most effective education is carried on. The best education takes place when people can withdraw from the hustle and bustle of everyday life and get a new perspective. Highlander provides such an opportunity through a year around program of resident schools for community leaders and other adults.

## RESIDENCE PROGRAM

### LABOR SCHOOLS . . .

United Packinghouse Workers of America, CIO

Staff and Officers School

February 28 — March 6 — Enrollment 51

March 7 — March 13 — Enrollment 53

Tennessee CIO School

June 21 — June 27 — Enrollment 41

International Union of Mine, Mill & Smelter Workers  
Southern Staff School

August 17 — August 22 — Enrollment 18

### SPECIAL EXECUTIVE COUNCIL MEETING . . .

Interested individuals and representatives of organizations with which Highlander has worked took part in a special Executive Council Meeting on April 27-28, called for the purpose of enlarging the program. Out of this meeting grew the summer workshops on segregation in the public schools.

### SUMMER WORKSHOPS ON *"The Supreme Court Decisions and the Public Schools"* . . .

July 12 — August 8 Full and Part-Time Enrollment 59  
August 9 — August 15 Full and Part-Time Enrollment 33

The first workshop of four weeks was devoted to intensive study of the problems of segregation and integration; and the development of materials which might be useful in meeting these problems.

In the second workshop, participants analyzed the materials developed in preparing for work in their own communities and for distribution.

The two workshops were attended by a total of 71 people, 40 of whom were Southern community leaders from 16 states. Some were enrolled in both workshops. Participants included ministers, farmers, industrial workers, college and high school teachers and students, YWCA secretaries, adult education leaders and members of interracial, national and civic organizations.

The workshops were directed by Paul Bennett, a former Alabama high school teacher on the Highlander staff for the summer.

A grant of \$5,000 from the Field Foundation made it possible to bring in discussion leaders and provide scholarships for community leaders.

(More detailed report on request.)

### CONFERENCES . . .

Informal week end conferences were held throughout the year for small groups of Tennessee Farmers Union representatives, church, labor, and community leaders.

### SEMINARS . . .

College Groups:

Dr. Morris Mitchell and students from Putney Graduate School of Teacher Education, Putney, Vermont, studied Highlander educational methods.

Professor Robert Freedman and students from Colgate University, Hamilton, New York, studied the various Highlander programs.

Students from St. Luke's Theological Seminary, Sewanee, Tennessee, took part in the summer workshops.

### COMMUNITY LEADERSHIP TRAINING PROJECT . . .

The purpose of this project is to work out methods for training lay community leaders. They are to be given a better understanding of the nature of a democratic society and the individual's role as a citizen.

Potential leaders will be selected from demonstration communities and given help in stimulating interest and in leading discussion on issues and problems affecting the community. The training will be given at Highlander and in the communities. This project has been made possible by a three year grant from the Schwarzhaupt Foundation.

The Community Leadership Training Project was launched by a study of the region and of the potentialities for the kind of program envisioned. After considerable study it was decided that the director of the school would train a small staff who would then work in demonstration communities.

The people being considered for the training staff were brought into the planning session of the summer workshops and later used as assistants. They took part in staff meetings throughout the five weeks of the workshops on integration in the public schools. Following these workshops, an evaluation was made of the methods used and their relevance to the community leadership program.

As a means of providing further training, plans were made for them to take charge of weekly community and Highlander staff discussions on Human Freedom.



In addition, a number of community leaders, including an entire family, were brought into the workshops in the hope of developing their interest in the project.

Finally, three people were selected for more intensive training; one from Monteagle; another a new staff member who had experience in church work; and a member of the Highlander Film Center staff. We are experimenting with fresh approaches to community leadership training, and with the use of visual aids as an integral part of the leadership training program.

Plans have been worked out for a school for the training staff.

#### FILM CENTER . . .

Of special significance was the development of film strips directed to audience participation. Called in as a consultant by the state CIO, a film strip "When the Union Comes In" was made and its use demonstrated. In demonstrating, enough light was left on during the performance for the discussion leader to see his audience. Without the use of a typed script, the leader told a story of the union in his own words. Certain pictures were designed to evoke audience reaction and discussion, there being no end title; the discussion was not broken off at the end of the film strip.

This approach was used by another union in a film strip called, "One Company, One Union, One Contract."

Other film strips produced:

"Help Democracy Grow,"—for Highlander;

"High Cost of Segregation,"—growing out of the summer workshops;

"An Atlanta Housing Story,"—for the Atlanta Urban League.

A series of slide sequences are being produced for the International Ladies Garment Workers Union, AFL, telling the story of the dues dollar, the health and welfare program, and the educational program.

Three television camera training film strips were produced. The Film Center staff trained discussion leaders in the use of visuals in addition to producing film strips, photographs and charts.

#### UNITARIAN SERVICE CAMP . . .

July 3 — August 25—Enrollment 10

The Service Camp program provided an opportunity for teen agers to share in constructive work in an atmosphere of cooperative living and freedom of discussion.

The campers stained the main building, repairing and painting the screens and windows and repairing the roof. A lake spillway was cleared out and a swimming area roped off. The library was put in order.

The campers took part in the workshops and community meetings, in addition to discussion programs of their own.

Field trips were made to Fisk University, Fontana Dam, and Cherokee, N. C.

One camper said, "By this summer's experience, we have learned to live together and learned to work together. We did this by helping other people first and not ourselves."

Harold and Daphne Hogstrom, camp directors, were assisted by Byron and Ethel Kelham. As staff advisor, Mort Isaacs, planned the work and a series of discussions on the South led by Highlander staff and visitors.

#### LIBRARY . . .

Books and research materials on segregation, which were used during the summer workshops, have been added to the Harry Lasker Memorial Library.

#### FARM . . .

Additional pasture land was cleared and a winter storage house built as a part of a year round home grown food program. Mort Isaacs started an irrigated vegetable garden which supplied food throughout the summer. Surplus vegetables were canned and stored.

Occasional fish were provided by the Highlander lake.

#### NEW STAFF . . .

Mort and Ann Isaacs joined the staff in November, 1952. Mort is from Helena, Arkansas, Ann from Newfoundland, Canada. The Isaacs came to Highlander from Wichita, Kansas.

Paul Bennet, on the staff for the summer, first came to Highlander as a student at a Farmers Union School. He is doing graduate work at Howard University.

Student assistants were:

Barbara Shipherd, Antioch College  
Mikki Fowlkes, University of Arkansas  
Annajean Sherman, University of Alaska  
Ellen Beecher, Antioch College

## COMMUNITY PROGRAM

### OLD FOLKS DAY . . .

Highlander instituted a periodic "Old Timers Day." All people in the community over 65 are brought to the school for a big meal and then left alone to swap stories, fish, or see what is going on at the school.

### NURSERY SCHOOL . . .

Joanna Willmetz, Nursery School Director, is on the Kindergarten Advisory Committee of the Association of Childhood Education, International.

The annual Christmas party was given at the Summerfield grammar school for all the community children.

### COMMUNITY MEETINGS . . .

A picnic honoring Dr. Lilian Johnson, formerly of Memphis and donator of the original Highlander buildings, was attended by seventy-five people from the community and county.

Asha Devi Aryanayakam of the Basic Education School in Sevagram, India, and a delegate to the Social Welfare Commission of the United Nations, spoke at a community meeting. The Sevagram school was established by Mahatma Gandhi. She wrote she was "deeply inspired" by her visit and that she would make her home at Highlander if she lived in America.

Gouri Bose of India, a student at Tulane University, spoke at the Summerfield Grammar School.

Devina Del Carmen, Ozamis City, Phillipines, showed slides and spoke at a community meeting.

Cipriano Malonzo, President of the Federation of Labor, Zamboanga, Phillipines, spoke at the Summerfield Grammar School.

Miss Carmen and Mr. Malonzo were students of former Highlander staff member, Frances Thompson at Silliman University, Dumaguete, Negros Oriental, Phillipine Islands.

Naofusa Hirai, a Shinto priest from Japan; Gunter Weinert, Berlin, Germany, here under the auspices of the work-study Training Productivity Program; and Professor R. H. Kinvig, University of Birmingham, England, visited the school and community.

The Community Building was used for Summerfield Co-op Meetings, square dances and other neighborhood gatherings.

## EXTENSION PROGRAM

### FARM AND LABOR CONFERENCES . . .

CIO Educational Conference, Denver, Colorado, February.

Myles Horton gave introductory address and taught steward class.

Louisiana and Texas Sugar Workers Schools, Raceland and New Orleans, February.

The two one week schools were run by Myles Horton for the U.P.W.A. Zilphia Horton taught and led singing.

Montana Farmers Union School, Great Falls, Montana, January 11-18.

Zilphia Horton conducted a class in folk songs and Myles Horton a class in community leadership.

### UNITED PACKINGHOUSE WORKERS OF AMERICA EDUCATIONAL PROGRAM . . .

Highlander continued to provide direction for the UPWA's educational department until April, 1953.

The main emphasis was on the development of educational or discussion leaders from the union ranks. Forty-four additional educational leaders were trained. (October 1952 through March 1953). A majority of these voluntary leaders conducted steward training classes in their own locals and led discussions on current issues. Without some such system of voluntary discussion leaders, full time union educators will continue to be tied down to steward training.

In addition to developing the local discussion leaders, a number of schools and conferences were run by the UPWA education representatives.

Two schools were held at Highlander for the officials and UPWA staff.

A Steward Training Manual (second section), a Handbook for Discussion Leaders, and a Resume of Procedures for Instructor Training were put out by the Educational Department.

In an article, "The 'Drip' Theory in Labor Unions" in the 1953 Spring issue of ANTIOCH REVIEW, Kermit Eby says: "Miles Horton of the CIO United Packinghouse Workers of America has already introduced something 'new' in the field of worker education. His educational program assumes that men living with men in a union have common concerns. Discussion of these problems—a discussion led by the workers themselves—moves from wages to contract, to



stewardship, and this to the relation between officials and local membership, between locals and the national and international offices. No outside experts are called in to impress the class with their status. Skill and knowledge emerge as workers study their own contract, its provisions, the local political structure and other union interests.

"Some of the political heads in the United Packinghouse Workers of America are protesting the work Horton's educational program is doing because it means that the pat answers which these same politicians hand the rank and file no longer suffice. Horton emphasizes what he calls the 'participator' rather than the 'drip' system of education—ideas perking up from the rank and file rather than dripping down from the top. Horton's program differs basically from other more conventional methods in labor education because of its emphasis on developing leadership from the rank and file, and because it emphasizes discussion topics chosen by the workers rather than topics written on the blackboards by staff members."

(More detailed report on request.)

#### CONFERENCES ATTENDED . . .

Highlander staff members attended the NAACP Conference, Chattanooga; Spring Educational Conference, Chicago; Conference on Youth and Racial Unity Thru Educational Opportunities, Columbia, S. C.; Race Relations Institute, Fisk University, Nashville; Southern Regional Council for Children Under Six, Daytona Beach, Florida.

## PUBLICITY

#### ARTICLES about Highlander appearing in 1953:

MONTANA FARMERS UNION NEWS, January 28

NATIONAL UNION FARMER, January-February

THE DENVER POST, February 7

THE MENTION, a religious magazine published in Nashville, Tenn., in the February issue had as its prime exhibit for "Brotherhood Week", an article about Highlander.

PROGRESSIVE ARCHITECTURE, February

ROCKY MOUNTAIN NEWS, February 7

THE PACKINGHOUSE WORKER, March

LOS ANGELES SUNDAY NEWS, April 5

THE SAN FRANCISCO CHRONICLE, April 8

THE SAN FRANCISCO NEWS, April 8

THE DAILY NEWS, LOS ANGELES, April 9, an editorial, "Fear of Losing Status Breeds Race Hatred" and an article, "Meet Mr. Southerner, new style; fights segregation."

THE AMERICAN TEACHER, April

THE ANTIOCH REVIEW, Spring Issue

THE WILMINGTON MORNING NEWS, May 12

THE SUN REPORTER, SAN FRANCISCO, May 23, J. Maceo Green's Column, "The Weekly Report."

DISTRICT 3 BLADE, UPWA, May

THE PACKINGHOUSE WORKER, June

CIO NEWS, July 13

ADULT LEADERSHIP, July-August

FURNITURE WORKERS' PRESS, July-August

#### RADIO . . .

The Highlander director was interviewed by Chet Huntley, ABC, Los Angeles; by Leslie Claypool, KFWB, Los Angeles; and by Robert Schultz, KPFA, Berkeley, in August.

## FINANCIAL STATEMENT

#### SUMMARY . . .

Highlander ended the fiscal year with an operating fund of \$12,859.98 and a \$5,000 reserve fund. Income was \$59,220.47. Expenditures were \$54,524.96. (Detailed financial statement on request.)

# **A GUIDE TO COMMUNITY ACTION**

*For Public School Integration*

**HIGHLANDER FOLK SCHOOL  
MONTEAGLE, TENNESSEE**

61-7511-195



## CONTENTS

WORKING TOWARD PUBLIC SCHOOL INTEGRATION . . . . .	5
THE BEGINNING GROUP . . . . .	5
THE JOINT COMMITTEE . . . . .	6
<i>What Is Its Purpose?</i> . . . . .	6
<i>Who Are Its Members?</i> . . . . .	6
<i>How Does It Function?</i> . . . . .	6
SUGGESTED LINES OF ACTION . . . . .	8
<i>Get the Facts</i> . . . . .	8
<i>Understand the Board of Education</i> . . . . .	8
<i>Work For A Better Board of Education</i> . . . . .	9
WHAT TO SAY TO SCHOOL BOARD . . . . .	9
BUILDING PUBLIC SUPPORT . . . . .	10

# A GUIDE TO COMMUNITY ACTION

## WORKING TOWARD PUBLIC SCHOOL INTEGRATION

The Supreme Court has directed that a "prompt and reasonable start" be made to eliminate all segregation in Schools. Since local city and county school authorities primarily responsible, interested citizens and community groups should find out what plans are being made for desegregation. If there are no plans or if there are unsatisfactory plans you may find that some of these suggestions for group action can be adapted to your situation. All are based on actual experiences of community groups in the South.

### THE BEGINNING GROUP

A small group of people who are seriously concerned working for public school desegregation meets informally in someone's home. There may be as few as two persons or many as six or eight who start the original group. It is desirable that this be an integrated group, but if this is not possible, start with what you have. Plan to integrate the group as quickly as possible. The group will begin to develop itself by drawing in other interested individuals. Every member must meet fairly regularly to carry the content of the program decided upon.

It is likely that some of the people in the group will be members of organizations such as Parent-Teacher Association, League of Women Voters, United Church Women, NAACP, Association For the Advancement of Colored People, National Women's Christian Association and the Southern Regional Council. In some communities there will be several organizations which are publicly committed to support desegregation.

The object of this group is to get the community support for organizing efforts for the various steps leading toward desegregation. The League of Women Voters, for instance, may be able to help in strengthening school board laws.



teacher integration will not mean loss of jobs for qualified teachers of any race or color. The PTA may agree to support interracial seminars and discussion groups for teachers to better prepare them for understanding each other and for handling mixed classes of children. The NAACP may feel that its job is to develop better understanding among its own members as well as to see to it that the local school board does not evade its legal responsibilities. As soon as you have three or four such organizations agreeing to work on problems related to school desegregation your group is ready to form a Joint Committee.

## THE JOINT COMMITTEE

The term "Joint Committee" is one which was developed out of the experience of citizen groups working over a period of years in such places as Washington, D. C., and Knoxville, Tennessee, and is used here to describe this type of community activity.

### *What Is Its Purpose?*

To bring about prompt and orderly desegregation of public schools through maximum support from existing community organizations.

To stimulate cooperation among all groups for the continued improvement of the public school system before, during and after the transition period.

### *Who Are Its Members?*

A Joint Committee consists for the most part of people who are active members of a wide variety of community organizations such as churches, unions, League of Women Voters, NAACP, PTA, Urban League and Civic Clubs. In addition, there may be individual members who can contribute actively to the planning and work of the Joint Committee even though they do not represent an organization. Just as the Committee can start with a few people, the Joint Committee can start with the support of only a few organizations and add to its membership as it goes along.

### *How Does It Function?*

The Joint Committee works as a fact-finding and educational group, offering services, acting as a clearing house for infor-

mation and drawing up specific statements and plans for action to be submitted to participating organizations. It issues no statements, seeks no publicity and takes no action in its own name. It does not attempt to take away power or prestige from existing organizations but rather is set up to coordinate and supplement their efforts.

Joint Committee members from existing organizations should be specifically authorized to represent their organizations. It should be made very clear, however, that organizations do not commit themselves to any policy or course of action by designating a member to represent them on the Joint Committee. They may decide to endorse or act upon some of the Joint Committee's recommendations and to reject others.

Once a statement of policy or a plan of action has been decided upon by the Joint Committee, copies of the proposed plan should be mailed to each member. He in turn is responsible for presenting it to his organization for consideration.

A deadline should be set for the organizations to arrive at a decision on the proposal and to reply to the secretary of the Joint Committee. The secretary then issues a statement, signed *not* by individuals but in the name of all organizations which have given approval.

When personal action is to be taken by members of the Joint Committee, such as a conference with school board members, each person speaks as an individual or as a representative of his own organization, *not* as a Joint Committee member.

Most Joint Committees will naturally have a few energetic, devoted persons who attend most of the meetings and assume responsibility for making plans; others will attend meetings when subjects of special interest are discussed. This should not prevent the Joint Committee from working and planning ahead, on the basis of majority agreement among members present. On the other hand, less active members should not be permitted to fall by the wayside. Notify all members of Joint Committee meetings by post card or telephone. Larger groups may send out a simple newsletter, or copies of the

meeting's minutes to all its members. But every effort should be made to keep in close personal contact with all the members, by visits or phone call.

Be on the lookout for more organizations to participate in the Joint Committee. You should draw leadership to share in the planning and carrying out of the work from as many organizations as possible. As new members join the group, plan some job that they can perform. Encourage them to assume responsibility, and to use their own methods and ideas.

## SUGGESTED LINES OF ACTION

Some of the following suggestions can be used by the informal beginning group as well as by the Joint Committee.

### *Get the Facts*

A good first step for your committee is to get the facts on schools in your community. Visit classrooms, talk with teachers, students and parents about sanitation, heating and fire protection. Find out how large the classes are and whether school buses are overcrowded. Present these facts to your city or county officials and to members of your board of education. Give comparative figures between white and Negro schools. Explain how both white and Negro children suffer because of segregation. Point out the costliness of a dual system in terms of quality of education as well as size of school budget and ask the school board to consider the psychological disadvantages of segregation to all children.

### *Understand the Board of Education*

Who are its members? What are the factions? Who are the most sympathetic members and to what degree? What is the relationship between the board and the superintendent? Find and use the means available for contact with the board in order to keep informed and to let them know that citizens are interested. Attend board meetings. Find out what the rules are about citizens speaking at board meetings and consider how you may effectively use the privilege. Make repeated personal visits and contacts with board members. Make oral presentations and write letters to the board.

### *Work for A Better Board of Education*

If your board members are elected, organize a slate of candidates whom you feel can do the best job. If the board is appointed, work with the appointing agent and bring public pressure to bear. You need people of integrity who are interested in school problems. It is very important to have Negro representation if you are to plan intelligently for the integration of races. Active citizen support at the polls is essential if you are to have good school board officials.

## WHAT TO SAY TO SCHOOL BOARD

Make some or all of the following suggestions to your school board. Be flexible and ready to change your emphasis as the situation develops.

Submit to the board, for its adoption, a statement of basic policies which should govern desegregation plans. The statement should specify that both pupil assignment and all personnel management should be carried out without regard to race. (Highlander workshop statement available).

Gather information on the mechanics of successful desegregation in other areas and share your findings with the board members.

Present facts on teacher loads, number of shifts, travel time and distances to show that some children are being discriminated against.

Arrange workshops or seminars for public school teachers where they may work together in seeing the role of teachers in an integrated school system and the responsibility of the teacher in affecting attitudes. Work this out with school officials and secure their cooperation. Assistance can be secured from human relations agencies and from colleges and universities.

In some communities lay groups, or citizens' advisory committees, are being appointed by the board of education. We recommend that such committees be interracial and that they include no one who is a "yes-man", or whose job or financial security might be placed in jeopardy as a result of the committee's actions. All members should be committed to accomplishing desegregation in as prompt and orderly a manner as possible. Citizens' advisory committees meet regularly



should be open to the public and interested people and organizations should be invited to participate. A citizens' committee can help to take pressure off the school board and permit it to act more constructively. It may help in gaining public understanding and acceptance of the desegregation plan.

Cooperate with agencies such as NAACP when the school board is being petitioned by parents to admit Negro children or when legal action is necessary.

Work with non-administrative organizations concerned with school policy and educational excellence. PTA's should be urged to meet together interracially even if immediate organizational merging is impossible. State and local color bars should be removed and PTA organizations integrated all the way up. Promote integration of teachers' activities and professional associations. (Future Teachers of America, National Education Association, etc.)

## BUILDING PUBLIC SUPPORT

Some suggested ideas to stress are:

"We have a responsibility to implement the Supreme Court decision."

"We can have a better school system after we integrate."

"Experience shows that desegregation is a feasible and constructive experience."

"We cannot solve these severe problems without desegregation."

"Desegregation is more effectively accomplished in a single step than in a series of steps with delays in between."

Be willing to change the emphasis of your message as developments occur. Work with the press. Encourage emphasis on school news. Get to know the reporters who will have the most to do with school news. You can often give them leads to information which will help them to get good stories. Talk with editors and editorial writers. Issue press releases on action you have agreed upon.

Radio and TV stations will give some free time for programs in the public interest. Interpretations of the meaning of court decision, the story of local school conditions, reports on the experience of desegregation, discussions by students themselves—these and other ideas which you will have make excellent programs. Discussions of integration can be included in programs on human relations, mental health, child development.

Help other groups find speakers and materials. Offer to come to their meetings to make a report on what you are doing.

Build a mailing list of interested persons including leaders of organizations, ministers, and other active people. You can send out reports of projects, facts about the schools, and announcements of any meetings to which the public is invited. You may want to send out a regular bulletin or newsletter or distribute important printed material.

Select projects which you are able to do. Do not expect if you can do all of these things at once or that all will be equally effective. Use the talent you have and the changes available to you.

In anticipation of the 1954 Supreme Court ruling on Public Schools, Highlander planned early in 1953 a series of workshops to develop plans for an orderly transition from segregated to integrated schools.

A "Guide To Action" was first drafted by parents, teacher clergymen, industrial workers and farmers who gathered at Highlander for a five weeks workshop during the summer of 1953. Experiences reported at similar workshops in 1954 and 1955 have been incorporated in this revised edition of a "Guide To Action". Each suggestion is based on methods that have demonstrated their value in one or more Southern communities.

These workshops have been made possible by individual contributions and by grants from the Field Foundation, Inc.

HIGHLANDER FOLK SCHOOL  
October 1, 1955

## HIGHLANDER

Highlander Folk School, chartered in 1932 for "adult education, the training of rural and industrial leaders and general academic education", keeps open house in the Tennessee mountains for people and ideas. Adults, without reference to color, religion, schooling or economic status gather here throughout the year. Students and teachers live informally in half a dozen houses around a lake. Here they study, discuss and plan how best to meet the challenging social, educational and economic problems confronting individuals and communities in the South.



# PUBLIC SPEAKING

Everyone is a "Public Speaker."

Public Speaking is just a big name for getting up on your feet and telling people what you think. Most of us feel at home when we sit around a table and talk to our friends and try to convince them. But when we stand up, we get nervous or scared. Everyone feels the same when he gives a speech, even the high-powered orators who seem so sure of themselves. Just ask one of them and see what he says.

There are 4 good ways to get rid of that "scared" feeling:

1. Know what you want to say.
2. Be sincere.
3. Remember that the people you're talking  
to are your friends - good union people -  
so just relax.
4. Practice.

## A. Presentation of Speech

The best way to learn to speak well is to speak often. There's no substitute for practice. But there are a few principles that should be kept in mind because they'll help you to improve your speech and get your point across.

### 1. Look at everyone.

Unless you look at everyone, some people are going to lose interest - they'll feel that you're not talking to them. You've seen speakers who fasten their eyes on poor Joe in the front row. This just makes Joe uncomfortable, and makes the rest of the people feel that they've been forgotten and shouldn't really be there, that the speaker is having a private conversation with Joe.

And then there are speakers who will talk to the ceiling or the floor, or to the trees and buildings outside, or to one section of the audience. You've seen speakers like that. And do you remember what your reaction was? You started thinking of something else and didn't hear what the speaker was saying. Or, if the speaker became interested in some noise, or passing car, you did too - and forgot what he was saying.

The same thing will happen to your audience unless you look at all of them and make them feel that you have something important to say to each and every one of them.

## 2. Stand erect.

You want to make your audience have confidence in you, make them listen to every word you have to say. But they won't do that if you have to lean on something for support, or if you stand like this

or like this



Stand up. Show them that you believe what you're saying and they'll believe you.

## 3. Don't rush.

Remember to speak slowly enough so that everyone can hear all your words and won't get just a jumble of sounds. The larger a room is, the longer it takes your words to reach all the people - so don't run your words together so that they sound like this:

BrothersandsistersIthinkpoliticalactionisimportant.

Speak slowly, clearly, distinctly.

.. Use variety and emphasis.

Don't speak in a monotone so that you sound like a motor droning on endlessly. Your audience will be bored, and so would you if you could hear yourself.

Don't say: "Brothers and Sisters, we must all vote."

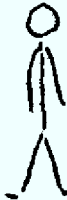
SAY: "Brothers and Sisters, we must all vote!"

Unless you use emphasis, everything in your speech will seem equally important. Stress the points you want your audience to remember.

And don't always speak at the same speed. If you have something to say that you especially want everyone to hear, slow up just before it. Your audience will be curious; they'll be waiting anxiously for your next word.

5. Use your arms.

Your audience didn't come to see a statue - they came to see people and hear people speak. If you stand like this when you say,



"Let's get out and see that everyone votes," people aren't likely to have much enthusiasm. But if you use your arms, like this they'll know you really mean it.



Hands and arms, when used naturally, will add greatly to the effectiveness of your speech. But don't force it. Unless your gestures are natural, they'll look funny. So wait until you have confidence in yourself and can relax. Then you'll find it easy to use your arms and hands.

6. No mannerisms.

If you usually rub your ear, or drum on a table, or play with your watch, or scratch your head, or twist a pencil - DON'T. Your audience will become so interested in your performance that they won't hear what you have to say.

B. Content of Speech

What are you going to say to your audience? How are you going to say it? There are some principles here too that will help you to make an effective speech.

1. Think of your audience.

Suppose your subject is "Political Action and the CIO." Would you give the same speech to the Chamber of Commerce, your own union, the Parent-Teachers Association, a church group, some college professors? If you did, your speech wouldn't be very successful. You must vary your emphasis, words and material for each group.

Always think carefully of who your audience will be before you prepare a speech.

2. Decide on your main idea.

Don't ever have too many ideas in one speech - people just won't remember them. If you're the best of speakers, they're liable to remember two ideas. If you're not, they'll remember one - if your speech is good. So if you have lots of ideas, save them for another time.

And don't be afraid of repeating your main idea too often - say it at the beginning, say it in the middle of your speech, and say it at the end. That way, people will be more likely to remember it.

### 3. Make an outline.

Now that you've decided what you're going to talk about and the main idea you want to get across, make an outline.

An outline sounds like something unfamiliar - but it isn't. We all make mental outlines every time we talk. It's just getting things we want to say in order, so that they will convince the people we're talking to.

But if you're making a speech and want to make sure that you remember what you're going to say, write the outline on a card or a slip of paper so that you can glance at it.

This leaflet is in outline form. If you wanted to use this leaflet as the basis for a speech - you could write it on a card in this way:

Subject - Public Speaking

Main Idea - Everyone can speak if he remembers  
a few simple principles and practices them.

A. Presentation of Speech

1. Look at everyone
2. Stand erect
3. Don't rush
4. Use variety and emphasis
5. Use your arms
6. No mannerisms

B. Content of Speech

1. Think of your audience
2. Decide on your main idea
3. Make an outline
4. Don't memorize your speech
5. Work on opening and closing sentences
6. Use stories, facts and figures
7. Be brief

This same thing can be done with any subject you choose.

### 4. Don't memorize your speech.

Don't think that you'll forget what you want to say if you don't memorize your speech. You have an outline on a card which will help you remember. Use your outline - don't write the speech out.



There's nothing more likely to put an audience to sleep than a memorized speech. It sounds too mechanical. And you know how foolish a speaker looks when he forgets part of his memorized speech and gets a blank look on his face and stammers.

5. Work on opening and closing sentences.

Your opening and closing sentences are the most important part of your speech.

Your opening sentence should get your audience interested in what you're going to say and should tell them your main idea. Don't talk around your subject. Jump right in. You know how restless you get when a speaker rambles on and on and never seems to get to the point.

Don't say: "Brothers and Sisters, I'm here tonight  
to speak on the subject "Political Action  
and Local Unions."

SAY: "Brothers and Sisters, Political Action is the  
most vital issue facing local unions today."

Your closing sentence should sum up what you've been saying - should repeat your main idea, should make your audience want to get out and do something about what you've been saying.

Your closing sentence is the last thing your audience will hear, the sentence that will stay in their minds when they leave. Make the most of it - make it really a punch line.

Above all DON'T:

1. Say, "Well, I guess I'm through," or  
"I guess that's all" - end with  
a bang.
2. Sit down or walk off while you're  
saying your last sentence - it's  
an awful letdown and detracts from  
the force of what you're saying.

6. Use stories, facts and figures.

If you want to convince your audience that you really know what you're talking about and aren't just talking through your hat, use some facts and figures. Only don't use too many - they can get very tiresome. Make sure that they fit into your speech and make sure that they are easy to understand. Your audience won't have time to sit down and figure them out with pencil and paper.

Use stories to put your point across. Stories help people to understand what you're trying to say. Stories do the same thing for a speech that a cartoon does for an editorial page of a newspaper - they simplify and give a picture that people will remember long after all your words are forgotten.

Instead of saying, "It can be done," tell about someone who did it.

Make sure, though, that your story fits into your subject and that it describes people and things familiar to your audience.

7. Be brief.

Long speeches weary both the speaker and the audience. Say what you have to say; then sit down. Your audience will really appreciate your speech if it is short. And it will be three times as effective as a long speech. If your speech is well organized, and you know your subject, you can be brief.

If you're tempted to be long-winded, just remember the old saying that an empty wagon makes the most noise.

Now you have the principles of a good speech. But just knowing the principles won't make you a good speaker. It takes the principles plus the practice. It's just like the story of the horses and the water. You've been led to the water; now it's up to you to drink.

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# Highlander Reports

PUBLISHED BY HIGHLANDER FOLK SCHOOL • MONTEAGLE, TENNESSEE • JULY 1956



" . . . . . We are here to pay honor to Zilphia Horton whose untimely death we have mourned, but whose values and hopes and enthusiasms and faith we cannot celebrate sadly."

DR. JOHN B. THOMPSON, Dean of Rockefeller Chapel, University of Chicago

# SONGS FOR ZILPHIA

ZILPHIA HORTON died in April of 1956. She came to Highlander as a student in 1935, married and stayed on as a staff member for twenty-one years. Zilphia was born and raised in a small Arkansas coal-mining town, attended the College of the Ozarks and taught school for two years before coming to Highlander. Tributes to Zilphia's life on the mountain were paid in many ways by the people here. Her friends and friends of Highlander wrote us from many parts of the country and other parts of the world.

Some of these friends in Chicago met in May for a memorial program, "Songs for Zilphia". Just as we cannot recapture Zilphia's vitality and joy of living, so we cannot recreate with words the life of folk, labor and religious songs that were ~~among~~ that night. And here is an expression by John Thompson of the rich and full heritage she has left:

"We are here tonight to pay honor to Zilphia Horton, whose untimely death we have mourned, but whose values and hopes and enthusiasms and faith we cannot celebrate sadly.

"For she was one of the most genuine, natural, unspoiled, affirmative persons any of us has ever known, and for twenty-one years she helped make Highlander human and joyful and songful and gay, and thus helped all the countless people Highlander touched to make the dark and dreary places throughout the South more human, more joyful, more songful and gay.

"This is not a time to make a case or to plead for support which we are going to give as long as we truly believe in democracy and its promises, as long as we believe in the people and in their essential goodness—as Myles and Zilphia Horton have always believed.

"This is a time for more mellow and more joyful moods, when we may be excused for indulging in a few memories, in celebrating a friendship and a partnership full of meaning and lasting significance, which even death cannot destroy.

"It is a time for good memories, for good hopes, and for good resolutions. Highlander has always been committed to the struggle for justice and to the extension of democracy and education for all people. But from the first it has also been keenly interested in the cultural values, values which had their roots in these mountains. We talked about this that first winter before any of us had met Zilphia. But until she came onto the scene no one was equipped to do much about this.

"Kermit Eby has worried because the American labor movement does not sing as it used to do, and some of our poets have worried because modern workers do not sing at their work as farmers and sailors and weavers used to sing.

"Throughout the South and in many places beyond the South, unions and workers' groups have been set to singing again about the most important things in life (their work, their loves, their jokes, their faith) by Zilphia, who took them new songs and old songs and gave them the courage to sing. And Myles has helped to give them something to sing about.

"It is good to be a part, even a very small part, of such a new life movement and of such an earthy, healthy, un-weary faith in democracy and its timeless resources. We must find creative and powerful ways to celebrate these values always; and I know no better way than to strengthen Highlander and its program now. This is the only conceivable memorial to offer for Zilphia, and it serves the double joy of fulfilling the moods of thanksgiving and of dedication."

## LETTERS

... Her music, her whole life, were a dedication to the people.  
—Frances Leber, New Jersey.

... Zilphia was so wonderful, and her philosophy so well-founded that you will always have her in that sense, still making your life rare and worth while.—Branson O'Casey, London, England.

... She will live in our hearts and minds as long as we live; that we will hear her singing her songs, that thought of her will always raise the levels of performance we demand for ourselves, and that we shall always feel it a special privilege to have known her.—Morris Lasker, New York.

... All of our lives have been enriched from having, knowing and being with her, catching a spark of her joyous spirit which became a part of our lives. — Howard Frazier, Burlingame, California.

... An achievement in finer human relations and in understanding and love — and Zilphia had such a large part in it; such a spirit cannot be destroyed.—Stuart Chapin, Wiscasset, Maine.

... I think of Zilphia — so alive and full of energy. I am sure all the little angels are singing and square dancing and organizing today.—Alice Mitchell, Atlanta, Georgia.

This is a bitter loss for you and the school; but it is a marvelous thing that you have built together. Rarely have two people worked so constructively, so persistently and with such imagination as you and she to illuminate the lives and thinking of others. Zilphia's work and spirit will always be part of Highlander and of everyone whom the school has touched. — Margaret Lamont, New York.

She lived so fully and so helpfully that it is not difficult to believe that she is working on, only through the influence of the many lives and causes she has benefitted. She is surely doing that, and her devotion to democracy and personality will continue to be an inspiration to those who knew her and were touched by her life.—Ted Shultz, Norris, Tennessee.

... Hers is the most beautiful and meaningful immortality I can conceive of. With the beauty and truthfulness of her life, with her warmth and great gifts, she has left an unforgettable enriching experience with all who walked with her — and there must be thousands! She has given people direction for growth and greater love and understanding than they had before meeting her.—Lena Kaplan, Chicago, Illinois.

I wish to express my deep sympathy for you at the passing of Zilphia . . . a great loss to you and the labor movement. Her spirit and love for the common peoples shall live on in the hearts of all of us who knew her and loved her.—Bill Marlowe, Peoria, Illinois.



# WE WILL EDUCATE FOR INTEGRATION IN OUR RESIDENCE SESSIONS, IN OUR FIELD PROGRAM, IN OUR COMMUNITY!

## HIGHLANDER EXECUTIVE COUNCIL SAYS INTEGRATION IS IMMEDIATE GOAL FOR DEMOCRACY IN SOUTH

The immediate and challenging barrier to democracy in the South is **segregation**.

The immediate and challenging task confronting those who desire a democratic South is **integration**.

The two sentences above sum up the thinking of Highlander's Executive Council, a policy-making group of outstanding Southern rural, labor and community leaders, whose names are listed on page four of this issue.

From such a simple statement of facts came an entire programming by the Highlander staff for future leadership training until integration is achieved in the South. Plans by staff members and supporters envision the following:

### 12 WORKSHOPS EACH YEAR

Highlander Folk School will train leaders for work in their community, union or civic organization in one workshop each month of the year, summer and winter. Forty students at each workshop, or a total of 480 resident students per year, from as many communities as possible in the ten southern states, can decidedly make an impact upon the integration movement in the South.

In addition to the 12 workshops, there will be two integrated children's camps each summer. (One is in progress as this is being written. See story on page 4.)

### .... IN RESIDENCE



"... It is hardly necessary to labor this point: living together produces a relaxation of barriers which makes adult education ten times easier."—Royce S. Pitkin, President, Goddard College.

### 24 WEEKS OF EXTENSION EACH YEAR

The 12 workshops are not enough: People learn in a classroom, and they learn vividly; they also learn at home. Students who return to their communities and make a beginning for integration shall be assisted by the field director. Wherever students begin—in the schools, the churches, the labor unions, the social club or on the police force—there they shall find the Highlander Extension Service.

The work schedule of the Field Director will be full at 24 weeks a year on the road.

### .... IN THE FIELD



Highlander field workers follow the students where they live, because work in their community is an extension of the classroom process. It is continuous learning by doing.

### 52 WEEKS IN OUR COMMUNITY

Highlander lives in its own community 52 weeks a year. We do not believe that teaching exists in a vacuum. We believe that we must educate in our own community if we are going to be the least successful in getting other people to work in their communities for integration. So we have already started. Our youth leader, presently an Antioch College co-op student, has organized a community club of youngsters who are quite active in various recreational activities. We notice already that many of them are swimming in Highlander Lake at the same time as the integrated campers are swimming.

But swimming together by the youngsters is only a step, and Southerners know what a step it is. Adults also are being encouraged to attend sessions when Negroes or colored foreign representatives are here.

We are proud of our local taxi drivers, delivery men and other help, in that they have given courteous service to these visitors.

We shall train leaders for integration in the South; but our concentration on this single goal for the time being does not mean that we are drawing away from 24 years of concentration on leadership training for people in labor unions. For example, our next three workshops, announced elsewhere in this publication, will draw from labor union members.

### .... IN OUR COMMUNITY



The program of education in Highlander's own community is essential... otherwise, how can we teach others to work in their community if we ourselves do not know how to do it? The art of teaching must also be a constant process of the teacher's learning.



## SCHOOL BOARD DISMISSES MRS. CLARK

On June 8, we learned from Mrs. Septima Clark, now Integration Workshop Director, that the Superintendent of Education of Charleston, S. C., had notified her that her contract, along with those of five other Negroes and five white school teachers, would not be renewed for the coming school year.

Mrs. Clark holds an M. A. degree, was rated first-class Permanent Professional status in the 1944 National Teachers Examination; she has been a successful teacher in the South Carolina system for 25 years. No reason was given for her dismissal. South Carolina law allows chairmen of boards of trustees, presidents of colleges and principals of schools to give no reason for a dismissal. Also, one man may act for the entire board.

The 1956 legislature also decreed that all city and state employees who are members of the NAACP would be fired.

Mrs. Clark has been active in Charleston civic affairs, is at present first vice-president of the city NAACP, and has been associated with Highlander for three years.

She reports that the National Education Association has been notified of this action, and will look into the case.



## INTERRACIAL CHILDREN'S CAMP

An interracial children's camp, with nine counselors and 150 children in operation at Highlander for eight weeks. It was held at a cooperative community in Americus, Ga. The camp was prevented from being held at the cooperative farm in Georgia by a last-minute court injunction.

Telephone and telegraph communication to all parents, counselors and others resulted in opening the camp at Highlander only two days behind the original plans.

## WORKSHOPS

JULY 19-21—Integration Workshop I

JULY 21-26—Reading Week I

AUGUST 5-11—Integration Workshop II

AUGUST 11-18—Reading Week II

AUGUST 19-25—Integration Workshop III

AUGUST 25-SEPTEMBER 1—Reading Week III

## Items In Brief

- After two years of work, Betty and Henry Shipherd resigned from the Highlander Staff, April 30, 1956; they returned to their Philadelphia home. The Executive Council commended them on their competence, devotion and self-sacrifice.
- Present staff members now include Myles Horton, Director; Mrs. Septima Clark, Integration Workshop Director; May Justus, Community Director; James Hargis, Farm Manager; Mrs. Julie Mabey; Mikil Fowlkes Marlowe; Betsy Freiheit; Anne Lockwood, Office Staff, and Hildreth Smith, Community Worker.
- J. D. and Mikil Fowlkes Marlowe were married in May and have set up house in the Dombrowski Cabin at the end of the lake.
- Fifteen members of the Summerfield 4-H club meet at Highlander each Tuesday night for square dancing and general recreation and come in twice a day for swimming classes.
- To improve swimming and fishing, community members contributed labor and time to extend the rock wall 325 feet further around the lake. Last Sunday we counted 25 anglers and at least 20 swimmers from the community.
- An 8-man Community Action Team representing six European countries ended a two-months visit in this country at Highlander June 20-21st. The team is sponsored by the International Cooperation Administration and their purpose was to study and observe community and regional efforts in economic self-betterment.
- Sandy (A. A.) Liveright of the Center for the Study of Liberal Education for Adults, Chicago, reported in a telephone interview that preliminary plans are underway for the 25th Highlander Anniversary Celebration in 1957. The major highlight will be a week-long institute for the school's alumni, sponsors and general supporters at Highlander.
- P. M. Horton, who came to the school in the early days, passed away this spring. "Dad" Horton, father of Myles, is sorely missed by his family and all the rest of us.

## Highlander's present Executive Council and Board of Directors are:

- R. BRAZEL, Dean, Morehouse College, Atlanta, Ga.
- MRS. GRACE HAMILTON, Atlanta Urban League, Atlanta, Ga.
- G. R. HATHAWAY, Sec.-Treas. *United Public Workers of America*, UFWA-CIO, Chicago, Ill.
- J. LEWIS ANDERSON, Gulfport, Miss.
- JOHN HOPE II, Industrial Relations Consultant, Fisk University, Nashville, Tenn.
- DR. LEWIS JONES, Rural Life Council, Tuskegee Institute, Ala.
- DR. GEORGE MITCHELL, Executive Director Southern Regional Council, Atlanta, Georgia.
- REV. EUGENE SMATHERS, Calvary Presbyterian Church, Big Lick, Tenn.
- DR. T. A. STEPHENS, Chattanooga, Tenn.
- JORDAN STOKES III, Attorney-At-Law, Nashville, Tenn.
- LUCILLE THORNBURGH, Associate Editor, East Tennessee Labor News, Knoxville, Tenn.
- TOM WHITE, Secretary, Tennessee State Legislative Board, Brotherhood of RR Trainmen, Lexington, Tenn.
- AUBREY WILLIAMS, Publisher, Southern Farm and Home, Montgomery, Alabama.
- CHARLES WILSON, Tennessee Representative International Union of Mine, Mill and Smelter Workers, Columbia, Tenn.
- MYLES HORTON, Director, Highlander Folk School, Monteagle, Tenn.

INDEXED 53

# HIGHLANDER LIBRARY

GEORGE MITCHELL, Southern Regional Council, writes:

"A German word, *Conjunctur*, hard to put into English, means the way several streams of accidental happenings meet, and what they make out of their coming together at that time and spot. Here's an interesting "*Conjunctur*" at Highlander. And it is there to benefit people from this part of the world. There, in good order, and with a warm welcome.

Here's what happened into one spot: For thirty years people who had collected good books on Southern History, on the Labor Movement, on ways to get farmers better off, have been sending books to Highlander Folk School. Some codger bought the books, read them, made a thin living out of pushing what the books taught him, and up and died. And his wife sent the books to Highlander. It happened time and again. And in a goodish while of it they got a flock of books. Not trash. The standard volumes and the ones that are hard to find: the cherished books from thoughtful people's homes.

Next thing: an eager young graduate of the University of North Carolina came to Highlander and got asked to work on Highlander's staff. Those guys didn't (and don't) get pay; they just work for the joy of organizing people to get what they need. This young man's name was Harry M. Lasker. Came to Highlander in 1941. It wasn't long before the war came along, and Harry gets himself into the Air Corps. And it wasn't long before his plane hit the ground, and he was in it. His people saw that their son's brief life had in it just a few months of fulfillment — his joyous work at Highlander. And they gave Highlander a building to put the books in. A comfortable, lightsome building, with a fireplace for the winter and for the summer great glass windows looking onto the lake. This stream is Highlander itself. This is a spot where everyone is welcome and at ease, with a staff of knowledgeable people ready to steer a body's reading, with good beds, luscious cornbread and laughing companionship. Besides, a pretty and cool piece of countryside.

These three things all came together, and made the Library at Highlander. There's a way for people to get scholarships to come and sit by the fire, or out by the lake, and read the books and eat the cornbread and sleep in the beds and listen to the cowbells tinkling. Stretch your mind while you ease your body. That's what I call a lucky break and those will be wise and lucky people who take advantage of it."



## READING WEEK HIGHLANDER LIBRARY

JULY 22-28

AUGUST 12-18

AUGUST 26-SEPT. 1

The thousands of books, pamphlets and other resource materials in the HIGHLANDER LIBRARY are available for a week's uninterrupted reading and study.

**COST: \$40 PER WEEK**

Scholarships available to Public School Workshop participants.

For additional information write:

**HIGHLANDER FOLK SCHOOL  
MOTTEALE, TENNESSEE**

## HIGHLANDER

## WORKSHOPS ON PUBLIC SCHOOL INTEGRATION

JULY 15-21

AUGUST 5-11

AUGUST 19-25

1956





## HIGHLANDER WORKSHOPS

"are designed to meet the needs of adult citizens who have a genuine interest in implementing the Supreme Court's decision, and who are seeking help in knowing how best they can work. The workshop sessions rely on group discussion in which the common problems of different areas are used as the material for discussion. Staff persons and invited consultants take part in the total process lending help when needed, but not dominating the discussions and not converting the sessions into an academic routine. Participants learn, and learn a remarkable amount, in a short time, because they are doing it themselves and because the work stays close to the needs they feel." — IRENE OSBORNE, American Friends Service Committee.

## WORKSHOP TOPICS

**PASSIVE RESISTANCE.** Study of the emerging passive resistance movement in the South as a current technique for administering justice and as it relates historically to concepts of Thoreau, Gandhi and leaders of the great religions.

**REGISTERING AND VOTING.** Importance and possible methods of attaining full-fledged citizenship.

### VOLUNTARY CITIZENS ACTIVITIES.

Existing activities studied and plans for community action developed.

**STATES PLANS.** Analysis of legislative plans for dealing with integration and human relations in the South.

## WHO CAN ATTEND

Anyone desiring to provide community leadership for an orderly transition from a segregated to an unsegregated public school system.



## WORKSHOP SCHEDULE

### MORNING AND AFTERNOON

General meetings and small group discussions.

### EVENING SCHEDULE

Evening programs are built around the problems and ideas expressed during the day. A combination of music, films, role-playing and dancing are used to present these ideas in dramatic form.

## A WEEK IN THE HIGHLANDER LIBRARY

Those interested may spend an additional week following each workshop in study and reading in the Highlander Library.

## COST

\$48 covers the full cost of room, board and tuition for one week; \$8 per day for shorter periods. Scholarships covering all or part of the cost are available.

*Address letters of application to:*

MRS. SEPTIMA CLARK, Workshop Director  
HIGHLANDER FOLK SCHOOL  
MONTICELLO, TENNESSEE

## WORKSHOP CONSULTANTS

DR. HERMAN LONG, Fisk University, Nashville, Tenn.  
JOHN D. CULBERTSON, Attorney at Law, Nashville, Tenn.  
MRS. ROSA PARKS, Montgomery Improvement Association, Montgomery, Ala.  
DR. CHARLES C. GILLILIAN, Tuskegee Institute, Atlanta, Ga.  
DEAN B. R. BRAZEL, Morehouse College, Atlanta, Georgia.  
E. B. MEXON, Montgomery Improvement Association, Montgomery, Ala.  
FRANK ROUTH, Southern Regional Council, Atlanta, Georgia.  
TOM DUNIGAN, Principal, Oak Ridge High School, Oak Ridge, Tennessee.  
ROBERT WENEFEE, Berea College, Kentucky.  
C. H. PARISH, University of Louisville, Louisville, Ky.  
REV. ROBERT GRAETZ, National Lutheran Council, Montgomery, Ala.  
WILSON LINDSLEY, Oak Ridge School, Oak Ridge, Tenn.  
REV. WILLIAM DENNIS, Orchard Baptist Church, Chattanooga, Tenn.  
REV. ROBERT C. PALMER, First Baptist Church, Nashville, Tenn.  
J. E. DUNN, Alabama State University, Montgomery, Alabama.  
IRENE OSBORNE, American Friends Service Committee, Philadelphia, Pa.  
DR. F. D. PATTERSON, Phelps Fund, New York, N. Y.  
MRS. VIVIAN CARTER MASON, National Council of Negro Women,ington, D. C.

## LIFE AT HIGHLANDER

Life at Highlander is extremely small. Classes are often held outdoors. Quarters are simple — teaching students live at the school, sharing quarters in the main building cabins.

There is time for reading, berry, talking with visitors and singing in the evening. Swimming, fishing in the school lake, playing volleyball. Bring comfortable shoes.

Original and copy  
Yellow file copy

September 30, 1956

SAC, Mobile

~~CONFIDENTIAL~~

Director, FBI (61-7511)

61-7511-176

ALL INFORMATION CONTAINED  
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DATE 3/2/84

RECORDED - 71

HIGHLANDER FOLK SCHOOL  
MONTEAGLE, TENNESSEE  
INFORMATION CONCERNING  
IS - C

Classified by SP8 BTG/CA  
Declassify on: OADR 3/1/84  
245532

EX - 120

Reurlet 9/12/56 captioned as above.

For your information, the Highlander Folk School is an institution located near Monteagle, Tennessee, which is supported primarily by donations from individuals and labor unions in the form of payments for the students who attend its courses. It offers courses of instruction in labor organization, social economics, parliamentary procedure, and the general field of labor education. This school has had Communist Party members on its staff and as instructors, and has followed the practice of welcoming communists as students. However, the school has never offered courses of instruction in communism nor has the Communist Party, USA, ever gained complete control of the institution. ~~u~~

By teletype dated February 27, 1951, the Knoxville office was instructed that no contacts whatsoever should be made at the Highlander Folk School and that no discussion, either pro or con, should be held with any individual concerning this school.

COMM - FBI  
2 1956  
MAILED 24

Enclosures (3)

NOTE:

- Tolson
  - Nichols
  - Boardman
  - Belmont
  - Mason
  - Mohr
  - Parsons
  - Rosen
  - Tamm
  - Nease
  - Winterrowd
  - Tele. Room
- ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
EXCEPT WHERE SHOWN  
OTHERWISE.

~~CONFIDENTIAL~~

7 OCT 3 - 1956



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XXXXXXFEDERAL BUREAU OF INVESTIGATION  
FOIPA DELETED PAGE INFORMATION SHEET

1 Page(s) withheld entirely at this location in the file. One or more of the following statements, where indicated, explain this deletion.

- ☒ Deleted under exemption(s) b7c with no segregable material available for release to you.
- ☐ Information pertained only to a third party with no reference to you or the subject of your request.
- ☐ Information pertained only to a third party. Your name is listed in the title only.
- ☐ Document(s) originating with the following government agency(ies), \_\_\_\_\_, was/were forwarded to them for direct response to you.

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August 6, 1957

HIGHLANDER FOLK SCHOOL

The Highlander Folk School at Monteagle, Tennessee, was organized around 1932 by Myles Horton and Don West. (See testimony of Paul Crouch, May 6, 1949, Subcommittee of the Committee on Un-American Activities, page 193.) In his testimony, Mr. Crouch said: "I would like to mention in this connection that the Highlander Folk School at Monteagle, Tennessee, was a school organized by Myles Horton and Don West, and which Mr. [James] Dombrowski shortly thereafter joined."

Paul Crouch, who gave the foregoing testimony concerning the Highlander Folk School, was the top Communist Party functionary in the South.

Speaking of James Dombrowski, Mr. Crouch testified as follows: "I have met officially with him a number of occasions as head of the Communist District Bureau of Tennessee. At this conference Mr. Dombrowski gave me the impression of being completely pro-Communist and anxious to collaborate with the Communist Party and follow its leadership, without taking the risk of actual Party membership."

A three-page tabulation of James Dombrowski's Communist affiliations is attached to this report.

In March 1954, the Senate Subcommittee on Internal Security held hearings in New Orleans on the subject of the Southern Conference Educational Fund, Inc., of which James Dombrowski was and is the executive director. Among the

61-7511-197  
ENCLOSURE

witnesses who testified before the Senate Subcommittee on Internal Security in New Orleans was one John Butler who had formerly been a functionary of the Communist Party in Alabama.

In the course of his testimony, Mr. Butler stated that he attended a meeting of Communist Party leaders in July of 1942, in the Thomas Jefferson Hotel in Birmingham, Alabama. Mr.

Butler stated that Alton Lawrence introduced James Dombrowski to him on that occasion as a Communist Party member. (See Senate Subcommittee on Internal Security Hearings, March 18, 1954, page 45.) According to Mr. Butler, this meeting of

Communist Party leaders was held in Dombrowski's own hotel room. In November, 1956, Alton Lawrence was indicted on a charge of conspiring to file a false non-Communist affidavit with the National Labor Relations Board, which non-Communist affidavit is required of trade union officials by the Taft-Hartley Act. (See New York Times, November 17, 1956.) Alton Lawrence is currently an official of the Communist-controlled International Union of Mine, Mill and Smelter Workers.

In the early period of the Highlander Folk School, Alton Lawrence was a member of its faculty. On August 13, 1938, John P. Frey, president of the Metal Trades Department of the AFL, testified before the Dies Committee on Un-American Activities, and named Elizabeth Hawes, Alton Lawrence, and Myles Horton as persons who attended a secret convention in North Carolina, at which time plans were made for spreading the revolutionary theories throughout the South. Mr. Frey

also testified: "In connection with this I might mention



that the Highlander Folk School at Monteagle, Tennessee, was mixed up in this secret convention, in which these three C.I.O. organizers took a very prominent part." (See Dies Committee Hearings, Volume 1, page 126.)

Paul Crouch testified before the Senate Subcommittee on Internal Security, as follows: "The Highlander Folk School is a school operated at Monteagle, Tennessee, ostensibly as an independent labor school, but actually working in close cooperation with the Communist Party." (See Hearings, page 47.)

Dombrowski was an instructor at the Highlander Folk School for a number of years.

The following colloquy took place between Senator Eastland, Committee Counsel Arens, and Mr. Crouch during the latter's testimony:

SENATOR EASTLAND. Mr. Crouch, did you ever visit Dr. Dombrowski's home?

MR. CROUCH. I visited the Highlander Folk School where he was working. I didn't visit at his home, but we spent a night at the same home together, Caroline Stevenson's, and he and Leo Sheiner discussed in my presence the actual hideout of Communist leaders the night we were traveling to Winter Haven.

MR. ARENS. He and Sheiner discussed in your presence the hideouts for Communist leaders, top flight leaders; is that correct?

MR. CROUCH. That is correct, sir.

(See hearings, page 52.)

Don West, who has already been mentioned as connected with the Highlander Folk School, was district director of the Communist Party of North Carolina. (See House Committee Hearings, May 6, 1949, page 491.)

At the New Orleans hearings of the Senate Committee, on March 20, 1952, Myles Horton was ejected by the United States Marshal from the witness stand and the hearing room.

August 6, 1957

James A. Dombrowski

(1) American Committee for Indonesian Independence --  
signer of letter -- Indonesian Review, 1946

(2) American Committee for Protection of Foreign Born --  
signer of birthday greeting to Sabath -- Lamp, May 1946, page 3

(3) American Committee for Protection of Foreign Born --  
sponsor of 15th anniversary national conference -- program,  
December 11-12, 1948

(4) American Continental Congress for Peace, Mexico City --  
United States sponsor -- leaflet, September 5-10, 1949

(5) American Peace Crusade -- signer of call to peace  
pilgrimage to Washington, D. C. -- leaflet, March 1, 1951

(6) American Peace Crusade -- sponsor -- letterhead,  
May 26, 1951

(7) American Peace Crusade -- signer of appeal --  
Daily Worker, January 20, 1954, page 4

(8) Appeal for Amnesty for the Jailed Leaders of the  
Communist Party Convicted Under the Smith Act -- signer --  
Daily Worker, December 10, 1952, page 4

(9) Bachrach Open Letter -- signer -- letter, September  
19, 1955

(10) Brief Amici Curiae for the Communist Party --  
signer -- U. S. Supreme Court, October 1955

(11) Committee for Equal Justice for Mrs. Recy Taylor, an  
auxiliary of International Labor Defense -- sponsor --  
booklet, August 1945

(12) Committee for Medical Freedom -- signer of statement  
opposing questioning of professional people by Un-American  
Activities Committee -- leaflet, June 1952

(13) Communist Party -- identified as a member of by John  
Butler in sworn testimony before Senate Committee on Internal  
Security -- Committee Hearings, March 18, 1954

(14) Conference on Constitutional Liberties in America --  
speaker -- program, June 7-9, 1940

(15) Continuations Committee of the Conference on Peaceful  
Alternatives to the Atlantic Pact -- signer of open letter to  
Congress -- letter, August 21, 1949



(16) International Workers Order -- defender of --  
Fraternal Outlook, November 1948, page 6

(17) International Workers Order -- defender of --  
Daily Worker, June 18, 1951, page 8

(18) Methodist Federation for Social Action -- nominated  
member-at-large by national membership meeting, December  
27-29, 1947 -- 1947 ballot, page 2

(19) Methodist Federation for Social Action -- nominee --  
official ballot, September 2, 1953

(20) Methodist Federation for Social Service -- nominated  
for national committee -- 1945 ballot, page 4

(21) National Citizens Political Action Committee --  
member -- official list, August 28, 1944

(22) National Committee to Repeal the McCarran Act --  
signer of open letter to members of Congress -- letter,  
January 19, 1951

(23) National Committee to Repeal the McCarran Acts --  
signer of open letter to Senator Hennings -- dated November  
14, 1955

(24) National Committee to Win Amnesty for the Smith Act  
Victims -- sponsor -- letterhead, May 22, 1953

(25) National Conference to Defend the Bill of Rights --  
sponsor -- leaflet, December 2-3, 1950

(26) National Federation for Constitutional Liberties --  
signer of statement opposing renewal of the Dies Committee --  
pamphlet, January 1943

(27) National Negro Congress -- sponsor -- 10th convention  
program, May 30, 1946

(28) People's Institute of Applied Religion -- sponsor --  
letterhead, April 9, 1942

(29) People's Institute of Applied Religion -- member of  
Southern Committee -- letterhead, January 1, 1948

(30) People's Institute of Applied Religion -- member of  
Southern Committee -- letterhead, April 16, 1953

(31) Southern Conference Educational Fund -- endorser of  
declaration -- folder, November 20, 1948

(32) Southern Conference Educational Fund -- director --  
program of conference, April 8, 1950

(33) Southern Conference Educational Fund -- director --  
letterhead, January 1951

(34) Southern Conference Educational Fund -- director --  
letterhead, July 1954

(35) Southern Conference Educational Fund -- director --  
letterhead, April 1955

(36) Southern Conference Educational Fund -- coordinator of  
Southwestern Regional Conference on Integration -- folder,  
May 17, 1955

(37) Southern Conference Educational Fund -- director --  
Southern Patriot, December 1956, page 4

(38) Southern Conference for Human Welfare -- executive  
secretary -- official report, 1942

(39) Southern Conference for Human Welfare -- executive  
secretary -- Daily Worker, January 29, 1946, page 4

(40) Southern Conference for Human Welfare -- administrator --  
letterhead, June 1, 1947

(41) Southern Conference for Human Welfare -- signer of  
manifesto -- Southern Patriot, June 1947, pages 4-5

(42) Southern Resident Labor Colleges -- member of finance  
campaign committee -- letterhead, February 10, 1937

(43) Statement Defending the Communist Party -- signer --  
Daily Worker, March 5, 1941, page 2

(44) Win-the-Peace Conference -- sponsor -- call, April 5-7,  
1946

(45) World Peace Appeal -- signer -- leaflet, August 31,  
1950



Office Memorandum

UNITED STATES GOVERNMENT

TO : MR. TOLSON

DATE: August 30, 1957

FROM : L. B. NICHOLS *gpn* *Vmr*SUBJECT: *0* HIGHLANDER FOLK SCHOOL  
MOUNT EAGLE, TENNESSEE

78199

Tolson \_\_\_\_\_  
 Nichols \_\_\_\_\_  
 Boardman \_\_\_\_\_  
 Belmont \_\_\_\_\_  
 Mohr \_\_\_\_\_  
 Parsons \_\_\_\_\_  
 Rosen \_\_\_\_\_  
 Tamm \_\_\_\_\_  
 Trotter \_\_\_\_\_  
 Nease \_\_\_\_\_  
 Tele. Room \_\_\_\_\_  
 Holloman \_\_\_\_\_  
 Gandy \_\_\_\_\_

*END*

*[REDACTED]* 8-29-57 to advise that from everything he could hear the Highlander Folk School was beginning to become more active and that they were having a conference from August 30 to September 2 celebrating the 25th anniversary of the School, that among those attending would be Aubrey Williams; Ralph Hillstein (phonetic), president of the Packing House Workers; C. K. Steele, who headed the bus strike at Tallahassee, Florida; Dr. Alonzo Moron; and Martin Luther King. He further stated that from what he could learn the Highlander Folk School was becoming a center for teaching civil disobedience and that the details of the conference and seminar were announced by Miles Horton and appeared in a "New York Times" news story on July 7, 1957.

He thought that if we had not heard of this we might want to check on it.

ALL INFORMATION CONTAINED  
 HEREIN IS UNCLASSIFIED  
 DATE 3/1/84 BY SP8 BTJ/Cra  
245583

cc-Mr. Boardman  
 Mr. Belmont  
 Mr. Rosen

LBN:jmr *gpn*  
 (5)

EX-120

RECORDED-84  
 INDEXED: 84

14 SEP 5 1957

SEP 16 1957

UNRECORDED COPY FILED IN

SAC, Knoxville

September 4, 1957

Director, FBI (100-135-24)

**RACIAL SITUATION  
STATE OF TENNESSEE**

Information has been received at the Bureau indicating that the Highlander Folk School (HFS) at Mount Eagle, Tennessee, is becoming a center for teaching civil disobedience. The reliability of this information is not known inasmuch as the individual who furnished this information to the Bureau did not identify his sources. Nevertheless, you are instructed to be alert for information indicating that the HFS might be engaged in such activities. Any such information received should be furnished the Bureau and interested offices expeditiously.

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED

DATE 3/1/84 BY SP8 BTG/04  
245562

NOTE ON YELLOW:

The source of this information is [REDACTED]

1 - Bufile 61-7511 (Highlander Folk School)

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NOT RECORDED  
191 SEP 6 1957

Tolson \_\_\_\_\_  
Nichols \_\_\_\_\_  
Belmont \_\_\_\_\_  
Mohr \_\_\_\_\_  
Parsons \_\_\_\_\_  
Rosen \_\_\_\_\_  
Tamm \_\_\_\_\_  
Trotter \_\_\_\_\_  
Nease \_\_\_\_\_  
Gandy \_\_\_\_\_

(5)

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SEP 13 1957

Mail Room \_\_\_\_\_



The attached was sent to the Director from Hearst  
Magazines, 57th Street at [redacted] Avenue, New York 19,  
New York. No reference is made to the Director or  
FBI.

INDEXED 9  
SEP 3 1957

COMMUNIST ACTIVITIES

Tenn.

Over the Labor Day weekend, Martin Luther King, Negro leader of  
the militantly pro-integration forces, was the featured speaker at  
the Highlander Folk School. The Rev. Mr. King's association with  
this radical educational institution in the South calls for a look  
at the school's activities and personnel.

The Highlander Folk School at Monteagle, Tennessee, was  
organized around 1932 by Myles Horton and Don West. (See testimony  
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DATE 2/1/94 BY SP8BJS/DA

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SEP 10 1957

34 SEP 18 1957



is the executive director. Among the witnesses who testified before the Senate Subcommittee on Internal Security in New Orleans was one John Butler who had formerly been a functionary of the Communist Party in Alabama. In the course of his testimony, Mr. Butler stated that he attended a meeting of Communist Party leaders in July of 1942, in the Thomas Jefferson Hotel in Birmingham, Alabama. Mr. Butler stated that Alton Lawrence introduced James Dombrowski to him on that occasion as a Communist Party member. (See Senate Subcommittee on Internal Security Hearings, March 18, 1954, page 45.) According to Mr. Butler, this meeting of Communist Party leaders was held in Dombrowski's own hotel room. In November, 1956, Alton Lawrence was indicted on a charge of conspiring to file a false non-Communist affidavit with the National Labor Relations Board, which non-Communist affidavit is required of trade union officials by the Taft-Hartley Act. (See New York Times, November 17, 1956.) Alton Lawrence is currently an official of the Communist-controlled International Union of Mine, Mill and Smelter Workers.

In the early period of the Highlander Folk School, Alton Lawrence was a member of its faculty. On August 13, 1938, Mr. John P. Frey, president of the Metal Trades Department of the AFL, testified before the Dies Committee on Un-American Activities, and named Elizabeth Hawes, Alton Lawrence, and Myles Horton as persons who "attended a secret convention in North Carolina, at which time plans were made for spreading the revolutionary theories throughout the South." Mr. Frey further testified: "In connection with this I might mention that the Highlander Folk School at Monteagle, Tennessee, was mixed up in this secret convention, in which these three C.I.O. organizers took a very prominent part." (See Dies Committee Hearings, Volume 1, page 126.)

Paul Crouch testified before the Senate Subcommittee on Internal Security, as follows: "The Highlander Folk School is a school operated at Monteagle, Tennessee, ostensibly as an independent labor school, but actually working in close cooperation with the Communist Party." (See Hearings, page 47.) Dombrowski was an instructor at the Highlander Folk School for a number of years.

The following colloquy took place between Senator Eastland, Committee Counsel Arens, and Mr. Crouch during the latter's testimony:

SENATOR EASTLAND. Mr. Crouch, did you ever visit Dr. Dombrowski's home?

MR. CROUCH. I visited the Highlander Folk School where he was working. I didn't visit at his home, but we spent a night at the same home together, Caroline Stevenson's, and he and Leo Sheiner discussed in my presence the actual hideout of Communist leaders the night we were traveling to Winter Haven.

MR. ARENS. He and Sheiner discussed in your presence the hideouts for Communist leaders, top flight leaders; is that correct?

(See hearings, page 52.)

Don West, who has already been mentioned as connected with the Highlander Folk School, was district director of the Communist Party of North Carolina. (See House Committee Hearings, May 6, 1949, page 191.)

At the New Orleans hearings of the Senate Committee, on March 20, 1954, Myles Horton was ejected by the United States Marshal from the witness stand and the hearing room.

Another speaker who joined with the Rev. Martin Luther King on the program of the Highlander Folk School, during the Labor Day weekend, was Aubrey Williams. A tabulation of Aubrey Williams' Communist connections during the past 20 years is attached to this report.

Tenn.

CP member

- (1) American Committee for Indonesian Independence -- signer of letter -- Indonesian Review, 1946
- (2) American Committee for Protection of Foreign Born -- signer of birthday greeting to Sabath -- Lamp, May 1946, page 3
- (3) American Committee for Protection of Foreign Born -- sponsor of 15th anniversary national conference -- program, December 11-12, 1948
- (4) American Continental Congress for Peace, Mexico City -- United States sponsor -- leaflet, September 5-10, 1949
- (5) American Peace Crusade -- signer of call to peace pilgrimage to Washington, D. C. -- leaflet, March 1, 1951
- (6) American Peace Crusade -- sponsor -- letterhead, May 26, 1951
- (7) American Peace Crusade -- signer of appeal -- Daily Worker, January 20, 1954, page 4
- (8) Appeal for Amnesty for the Jailed Leaders of the Communist Party Convicted Under the Smith Act -- signer -- Daily Worker, December 10, 1952, page 4
- (9) Bachrach Open Letter -- signer -- letter, September 19, 1955
- (10) Brief Amici Curiae for the Communist Party -- signer -- U. S. Supreme Court, October 1955
- (11) Committee for Equal Justice for Mrs. Recy Taylor, an auxiliary of International Labor Defense -- sponsor -- booklet, Aug. 1945
- (12) Committee for Medical Freedom -- signer of statement opposing questioning of professional people by Un-American Activities Committee -- leaflet, June 1952
- (13) Conference on Constitutional Liberties in America -- speaker -- program, June 7-9, 1940
- (14) Continuations Committee of the Conference on Peaceful Alternatives to the Atlantic Pact -- signer of open letter to Congress -- letter, August 21, 1949
- (15) International Workers Order -- defender of -- Fraternal Outlook, November 1948, page 6
- (16) International Workers Order -- defender of -- Daily Worker, June 18, 1951, page 8
- (17) Methodist Federation for Social Action -- nominated member-at-large by national membership meeting, December 27-29, 1947 -- 1947 ballot, page 2
- (18) Methodist Federation for Social Action -- nominee -- official ballot, September 2, 1953

(19) Methodist Federation for Social Action -- anniversary committee member -- letterhead, March 11, 1957

(20) Methodist Federation for Social Service -- nominated for national committee -- 1945 ballot, page 4

(21) National Citizens Political Action Committee -- member -- official list, August 28, 1944

(22) National Committee to Repeal the McCarran Act -- signer of open letter to members of Congress -- letter, January 19, 1951

(23) National Committee to Repeal the McCarran Acts -- signer of open letter to Senator Hennings -- dated November 14, 1955

(24) National Committee to Win Amnesty for the Smith Act Victims -- sponsor -- letterhead, May 22, 1953

(25) National Conference to Defend the Bill of Rights -- sponsor -- leaflet, December 2-3, 1950

(26) National Federation for Constitutional Liberties -- signer of statement opposing renewal of the Dies Committee -- pamphlet, January 1943

(27) National Negro Congress -- sponsor -- 10th convention program, May 30, 1946

(28) People's Institute of Applied Religion -- sponsor -- letterhead, April 9, 1942

(29) People's Institute of Applied Religion -- member of Southern Committee -- letterhead, January 1, 1948

(30) People's Institute of Applied Religion -- member of Southern Committee -- letterhead, April 16, 1953

(31) Southern Conference Educational Fund -- endorser of declaration -- folder, November 20, 1948

(32) Southern Conference Educational Fund -- director -- program of conference, April 8, 1950

(33) Southern Conference Educational Fund -- director -- letterhead, January 1951

(34) Southern Conference Educational Fund -- director -- letterhead, July 1954

(35) Southern Conference Educational Fund -- director -- letterhead, April 1955

(36) Southern Conference Educational Fund -- coordinator of Southwestern Regional Conference on Integration -- folder, May 17, 1955

(37) Southern Conference Educational Fund -- director --  
Southern Patriot, December 1956, page 4

(38) Southern Conference for Human Welfare -- executive  
secretary -- official report, 1942

(39) Southern Conference for Human Welfare -- executive  
secretary -- Daily Worker, January 29, 1946, page 4

(40) Southern Conference for Human Welfare -- administrator --  
letterhead, June 1, 1947

(41) Southern Conference for Human Welfare -- signer of  
manifesto -- Southern Patriot, June 1947, pages 4-5

(42) Southern Resident Labor Colleges -- member of finance  
campaign committee -- letterhead, February 10, 1937

(43) Statement Defending the Communist Party -- signer --  
Daily Worker, March 5, 1941, page 2

(44) Win-the-Peace Conference -- sponsor -- call, April 5-7,  
1946

(45) World Peace Appeal -- signer -- leaflet, August 31, 1950

(46) Communist Party -- identified as a member of by John  
Butler in sworn testimony before Senate Committee on Internal  
Security -- Committee Hearings, March 18, 1954



(1) American Committee for Protection of Foreign Born -- sponsor of conference -- program and call, October 25-27, 1949

(2) American Crusade to End Lynching -- signer of call to pilgrimage to Washington -- call, September 23, 1946

(3) American Youth Congress -- speaker at 2 or 3 of their annual meetings -- Williams' testimony before Senate Internal Security Subcommittee, March 19, 1954, page 109

(4) Appeal to Guard Civil Rights -- signer -- Daily Worker, August 28, 1950, page 3

(5) Association of Internes and Medical Students -- speaker at annual convention -- official program, December 27-30, 1950

(6) Brief Amici Curiae for the Communist Party -- signer -- U. S. Supreme Court, October 1955

(7) Civil Rights Congress -- speaker at rally, September 11, 1947 -- Williams' testimony before Senate Internal Security Subcommittee, March 19, 1954, page 107

(8) Committee to End Sedition Laws -- signer of statement -- press release, November 19, 1955

(9) Committee for Peaceful Alternatives to the Atlantic Pact -- member of executive board -- letterhead, September 16, 1950

(10) Commonwealth College -- served on committee and contributed to -- Massachusetts investigation of Communists, 1938

(11) Continuations Committee of the Conference on Peaceful Alternatives to the Atlantic Pact -- signer of open letter to Congress -- letter, August 21, 1949; Daily Worker, August 22, 1949, page 3

(12) Daily Worker -- petitions U. S. Senate -- Daily Worker, January 26, 1946, page 9

(13) W. E. B. DuBois Testimonial Sponsoring Committee -- sponsor -- program, February 23, 1951

(14) Highlander Folk School -- member of board or in some way affiliated with from about 1944 to 1954 -- Williams' testimony before Senate Internal Security Subcommittee, March 19, 1954, p. 103

(15) Mainstream -- sponsor -- New Masses, October 28, 1947, page 2

(16) Mid-Century Conference for Peace -- sponsor -- call, May 29-30, 1950

(17) Mether Bloor Celebration Committee -- sponsor -- booklet

(18) National Citizens Emergency Relief Committee to Aid Strikers Families -- member of national board -- Worker, March 17, 1946, page 5

(19) National Citizens Political Action Committee -- member -- official list, August 1944

(20) National Citizens Political Action Committee -- vice-chairman of dinner committee -- official program, April 12, 1946

(21) National Committee for Peaceful Alternatives -- member of executive board -- pamphlet, December 1950

(22) National Committee to Repeal the McCarran Acts -- signer of open letter to Senator Hennings -- press release, November 14, 1955

(23) Peace Information Center -- endorser of World Peace Appeal -- leaflet, August 31, 1950

(24) New York City Council of the American Youth Congress -- speaker at New York State model legislature of youth -- call and program, January 28-30, 1938

(25) Petition to Reconsider Prosecutions Under the Smith Act -- signer -- New York Times, August 8, 1955, page 9; Daily Worker, August 8, 1955, page 8

(26) Progressive Citizens of America -- speaker at rally, 1947 -- Williams' testimony before Senate Internal Security Subcommittee, March 19, 1954, page 112

(27) Progressive Citizens of America -- elected to board of directors -- Daily Worker, May 1947

(28) Protest Meeting for Howard Fast -- sponsor -- New Masses, October 14, 1947, page 24

(29) Southern Conference Educational Fund -- president; endorser of declaration -- folder, November 20, 1948

(30) Southern Conference Educational Fund -- president; sponsor and speaker at first southwide conference on discrimination in higher education -- program, April 8, 1950

(31) Southern Conference Educational Fund -- president -- letterhead, January 1951

(32) Southern Conference Educational Fund -- president and member of board of directors -- letterhead, July 1954

(33) Southern Conference Educational Fund -- president and member of board of directors -- letterhead, April 1955

(34) Southern Conference Educational Fund -- signer of petition to Senator Hennings -- petition, November 7, 1955

(35) Southern Conference Educational Fund -- president --  
Southern Patriot, December 1956, page 4

(36) Southern Conference for Human Welfare -- speaker at  
conference -- program, November 20-23, 1938

(37) Southern Conference for Human Welfare -- speaker at  
conference -- program and call, April 14-16, 1940

(38) Southern Conference for Human Welfare -- signer of petition  
to U. S. Senate -- Daily Worker, January 26, 1946, page 11

(39) Southern Conference for Human Welfare -- chairman of  
nominating committee, 1946 -- Williams' testimony before Senate  
Internal Security Subcommittee, March 19, 1954, page 103

(40) Southern Conference for Human Welfare -- signer of  
manifesto -- Southern Patriot, June 1947, pages 4-5

(41) Southern Conference for Human Welfare -- member of board of  
representatives -- letterhead, July 25, 1947

(42) Washington Committee for Democratic Action -- member --  
membership list, 1939

(43) Workers Alliance -- paid tribute to -- Appendix IX, page  
1749

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# HIGHLANDER

## Communist Training S

### THE FOUNDERS OF HIGHLANDER SCHOOL

**HIGHLANDER FOLK SCHOOL:**  
was founded by Myles Horton and Don West; James Dombrowski joined them shortly thereafter. Don West, presently operating in Georgia, was district director of the Communist Party of North Carolina.

Paul Crouch, the top Communist Party functionary in the South testified before the Subcommittee of the Committee on Un-American Activities that Dombrowski "gave me the impression of being completely unhesitant and anxious to collaborate with the Communist Party and follow its leadership without taking the risk of actual Party membership."

John Butler, another former Communist Party functionary testified before the Senate Subcommittee on Internal Security that Dombrowski at a meeting of Communist Party leaders in Dombrowski's room in the Thomas Jefferson Hotel in Birmingham, Alabama was introduced to him by [redacted] as a Communist Party member.

Myles Horton was identified before the House Committee on Un-American Activities as a person who had given attention in North Carolina, at which time plans were made for spreading the revolutionary theories throughout the South.

Paul Crouch testified before the Senate Subcommittee on Internal Security that "The Highlander Folk School is a school operated at Monteagle, Tennessee, ostensibly a labor school, but actually working in close co-operation with the Communist Party."



# FOLK SCHOOL

ool, Monteagle, Tenn.

## Communist Front Records Of Leadership of Highlander Inter-racial Seminar, 1957

Printed below is a consolidated listing of the Communist Affiliations of persons in attendance at the Labor Day Weekend, 1957 Seminar at Highlander Folk School, Monteagle, Tennessee.

Abraham Lincoln School  
American Committee for Protection of Foreign Born  
American Committee for Yugoslav Relief  
American Continental Congress for World Peace  
American Crusade to End Lynching  
American Folksay Group  
American Peace Mobilization  
American-Soviet Music Society  
American Youth Congress  
American Youth for Democracy  
Association of Internes and Medical Students  
Bill of Rights Conference  
Boston Freedom of the Press Committee  
Brooklyn Professional Committee for Democratic China  
Brownsville Freedom of the Press Committee (Brooklyn)  
Camp Kinderland  
Chicago Ad Hoc Committee of Welcome for the Dean of Canterbury  
Chicago Committee to Defeat the Mundt Bill  
Chicago Committee to Secure Justice in the Rosenberg Case  
Citizens Emergency Conference for Interracial Unity  
Citizens Emergency Defense Conference  
Civil Rights Congress  
Committee for a Cultural Salute to Paul Robeson

Continuation Committee of the Conference on Peaceful Alternatives to the Atlantic Pact  
Council on African Affairs  
Daily Worker  
Dinner for Pearl Hart  
W. E. B. DuBois Testimonial Sponsoring Committee  
Emergency Civil Liberties Committee  
Emergency Peace Mobilization  
First Line of Defense  
Frederick Douglass School  
Harlem Employment Committee  
Highlander Folk School  
Interfaith Committee for Peace Action  
Jefferson School of Social Science  
League of Struggle for Negro Rights  
League of Young Southerners  
Main Stream  
Masses & Mainstream  
Methodist Federation for Social Action  
Metropolitan Music School  
Michigan Herald  
Mid-Century Conference for Peace  
Mother Bloor Celebration Committee  
Nation Associates  
National Citizens Emergency Relief Committee to Aid Strikers Families  
National Citizens Political Action Committee  
National Committee to Abolish the Poll Tax  
National Committee for Peaceful

New York Youth Council  
Open Letter on Military Aid to Spain  
Open Letter Protesting Deportation of Harry Bridges  
Peace Information Center  
People's Artists  
People's Daily World  
People's Drama Theatre  
People's Institute of Applied Religion  
People's Songs  
Petition to Reconsider Prosecutions Under the Smith Act  
Political Affairs  
Progressive Citizens of America  
Progressive Party of Massachusetts  
Protest Meeting for Howard Fast  
Protestant Digest Associates  
Protest against Verdict of Guilty in Case of 11 Communist Leaders  
School for Political Action Technique  
Schroon Crest Camp  
Sing Out  
Southern Conference Educational Fund  
Southern Conference for Human Welfare  
Southern Negro Youth Congress  
Stop Rankin Meeting  
Swapping Song Fair  
Teachers Union, Local 555  
Testimonial Concert "Bound for Glory" for Woodie Guthrie  
United Office and Professional Workers of America, Local 16  
United Packinghouse Workers of America  
United States Arrangements Committee, World Youth Congress  
United States Sponsoring Committee for



This meeting was directed by Reverend John B. Thompson, chaplain, University of Chicago. Reverend Thompson has a lengthy record of Communist affiliations which appears elsewhere in this folder. The direction of the entire school was under the leadership, as usual, of Myles Horton.

There were representative leaders of the TUSKEGEE, ALABAMA BOYCOTT, the TALLAHASSEE, FLORIDA BUS INCIDENT, the MONTGOMERY, ALABAMA BUS BOYCOTT, the SOUTH CAROLINA - NAACP SCHOOL TEACHERS INCIDENT, the KOININIA INTER-RACIAL FARM - AMERICUS, GEORGIA, and CLINTON, TENNESSEE SCHOOL INCIDENT among others.

They met at this workshop and discussed methods and tactics of precipitating racial strife and disturbance.

The meeting of such a large group of specialists in inter-racial strife under the auspices of a Communist Training School, and in the company of many known Communists is the typical method whereby leadership training and tactics are furnished to the agitators. This was a general workshop and would be the most common method of developing a long range program.

In specific emergency situations, they could be sent into the communities to assist.

Good examples of the infusion of leadership was the appearance of Bayard Rustin, who appeared in the Daily Worker, as secretary of Rev. Martin Luther King. The appearance of Don West, prominent Communist functionary, at Koinonia Farm disturbances and the preliminary surveys conducted by John Hope, II, preparatory to the Tallahassee Bus Incident.

#### HIGHLANDER EXECUTIVES

The following is a listing of the executives of Highlander Folk School as it appeared in their 24th annual report of October 30, 1956.

R. P. BRAZEFAL, Dean, Morehouse College, Atlanta, Georgia.  
 SERTIMA CLARK, Highlander Folk School, Monteagle, Tenn.  
 GRACE HAMILTON, Atlanta Urban League, Atlanta, Georgia.  
 G. R. HATHAWAY, Secy.-Treas., UPWA-CIO, Chicago, Ill.  
 JOHN HOPE, II, Industrial Relations Consultant, Fisk University, Nashville, Tenn.  
 MYLES HORTON, Director, Highlander Folk School, Monteagle, Tenn.

(Continued on page 4)

MYLES HORTON the director of Highlander Folk School, Monteagle, Tennessee, is shown speaking. Reverend John B. Thompson, chaplain University of Chicago directed the Labor Day Weekend 1957

Seminar. Both Horton and Thompson are useful aids to the Communist cause.



FRED ROUTH, a headquarters official of Southern Regional Council, 63 Auburn Ave., N. E., Atlanta, Georgia, is pictured above leading a workshop. In at least one of these sessions, the tactics of including women and children in racial demonstrations and incidents was propounded on the basis that police are reluctant to shoot women and children.

Southern Regional Council is the recipient of Ford, Fund for the Republic grants of \$497,000.00. Fund for the Republic grants originated with the Ford Motor Company. Southern Regional Council is the parent organization of 12 statewide Councils on Human Relations operated only in the Southern States.

Southern Regional Council has been able to exploit the facilities of religion and education because of a quasi-religious status afforded by occupancy of space in a building owned by a huge church. The leadership of few units of the Communist apparatus have records of Communist affiliations which exceed those of present and past directors of Southern Regional Council.

The Daily Worker, official organ of the foundation of Southern Regional Council, Negro Communist, presently head of the Communist Party. Jackson ment of Southern Conference Educational Fund for Human Welfare, but parts of the Communist apparatus are with Southern Regional Council.

The American Legion Firing Line incorporating papers says "This Court of Fulton County, State of Georgia, incorporated the Council as for McGill, and Bishop Arthur J. A. Charles S. Johnson, of Nashville. Dr. Howard W. Odum, Chapel of the Incorporation, Book 062 New York Times", 10-17-57.)



have long been regarded as



Communist Party, credits Council to Jim Jackson, Southern Affairs Commission credited with the establishment of the Fund; and Southern Organizations are recognized have interlocking director-

15, 1957, referring to the petition, filed in the Superior Court, listed the names of five Dr. Rufus E. Clement, Ralph of Atlanta, Georgia; Dr. (now deceased); and North Carolina. (See Petition 64-67, 1-6-44; and "The

Committee for Democratic Far Eastern Policy  
Committee to End Sedition Laws  
Committee for Equal Justice for Mrs. Recy Taylor, an auxiliary of International Labor Defense  
Committee for the First Amendment  
Committee for the Negro in the Arts  
Committee for Peaceful Alternatives to the Atlantic Pact  
Committee to Secure Justice in the Rosenberg Case  
Commonwealth College  
Communist Party  
Consumers Union

McCarran Act  
National Council of the Arts, Sciences and Professions  
National Council of American-Soviet Friendship  
National Negro Congress  
National Negro Labor Council  
Nature Friends of America  
New Drama  
New Masses  
New York City Council of the American Youth Congress  
New York Committee for Protection of Foreign Born  
New York Community Divisions of the Committee to Free Earl Browder

of the Peoples for Peace  
Veterans against Discrimination of Civil Rights Congress of New York  
Veterans Fighting Fund for Eugene Dennis  
Voice of Freedom Committee  
Washington Committee for Democratic Action  
Westchester Peekskill Committee  
Wingdale Lodge  
Win-the-Peace Conference  
Wire to President Truman to Veto the McCarran Bill  
Workers Alliance  
Young People's Record Club  
Young Progressives

## House Committee Citations

A few of the Communist Fronts listed above are defined so that the readers may more fully understand their activities. All definitions are taken from "GUIDE TO SUBVERSIVE ORGANIZATIONS AND PUBLICATIONS" published January 2, 1957 by the U. S. House of Representatives Committee on Un-American Activities, Washington, D. C.

### AMERICAN COMMITTEE FOR PROTECTION OF FOREIGN BORN

"To defend the cases of Communist lawbreakers, fronts have been devised making special appeals in behalf of civil liberties and reaching out far beyond the confines of the Communist Party itself. Among these organizations are the . . . American Committee for Protection of Foreign Born. When the Communist Party itself is under fire these offer a bulwark of protection."

### AMERICAN YOUTH CONGRESS

"It originated in 1934 and . . . has been controlled by Communists and manipulated by them to influence the thought of American youth."

### CIVIL RIGHTS CONGRESS

Cited as an organization formed at a Congress on Civil Rights held in Detroit in April 1946 as a merger of two other Communist-front organizations (International Labor Defense and the National Federation for Constitutional Liberties); it was "dedicated not to the broader issues of civil liberties, but specifically to the defense of individual Communists and the Communist Party" and "controlled by individuals who are either members of the Communist Party or openly loyal to it."

### COMMONWEALTH COLLEGE

A "Communist enterprise" cited as subversive by an investigating Committee of the Arkansas Legislature. It received money from the Garland Fund.

### EMERGENCY PEACE MOBILIZATION

Cited as a Communist front which came forth, after Stalin signed his pact with Hitler, to oppose the national defense program, lend-lease, conscription, and other American "war-mongering" efforts. It immediately preceded the American Peace Mobilization in 1940.

### LEAGUE OF STRUGGLE FOR NEGRO RIGHTS

"The Communist-front movement in the United States among Negroes is known as the National Negro Congress. Practically the same group of leaders directing this directed the League of Struggle for Negro Rights, which was, until 2 years ago, the name of the Communists front for Negroes. The name was later changed . . . in 1936 to the National Negro Congress."

### METHODIST FEDERATION FOR SOCIAL ACTION

"With an eye to religious groups, the Communists have formed religious fronts such as the Methodist Federation for Social Action . . ."

### NATIONAL COMMITTEE TO REPEAL THE McCARRAN ACT

"To defend the cases of Communist lawbreakers, fronts have been devised making special appeals in behalf of civil liberties and reaching out far beyond the confines of the Communist Party itself. Among these organizations are the . . . National Committee to Repeal the McCarran Act. When the Communist Party itself is under fire these offer a bulwark of protection."

### NATIONAL NEGRO CONGRESS

"The Communist-front movement in the United States among Negroes is known as the National Negro Congress. . . . The officers of the National Negro Congress are outspoken Communist sympathizers, and a majority of those on the executive board are outright Communists."

### NATIONAL NEGRO LABOR COUNCIL

"One of the Communist fronts currently active in seeking to deceive American Negroes into serving the Communist cause is the National Negro Labor Council . . . The organization was formally founded at a conference held in Cincinnati, Ohio, October 27 and 28, 1951, under the direction of leading Negro Communists in the United States, such as Abner Berry, Sam W. Parks, and Coleman A. Young. According to the latest available information, Young is the present National executive secretary of the organization, from which post he controls and directs NNLC activities . . . A study of the operation of the council shows that, rather than helping the Negro (Continued on page 4)

# Lab



LISTED ELSEWHERE in this folder are the Communist related records of Reverend John B. Thompson (seated), chaplain University of Chicago and chairman of this four day seminar and Aubrey Williams, Montgomery, Alabama, president Southern Conference Education Fund, Inc. and publisher, *Southern Farm and Home Magazine*.

Experts on Communism observe the record of Aubrey Williams to reflect anti-US foreign policy and anti-US domestic policy. As early as 1944 a report of the Committee of which Congressman Dies was chairman named Aubrey Williams as a member of the National Citizens Political Action Committee and cited that organization as "the supreme bid of the Communist Party for power in the United States through a front."

Few people if any have aided the Communist Party more in its conspiracy against peace between the races in the southern part of the United States than did Aubrey Williams.

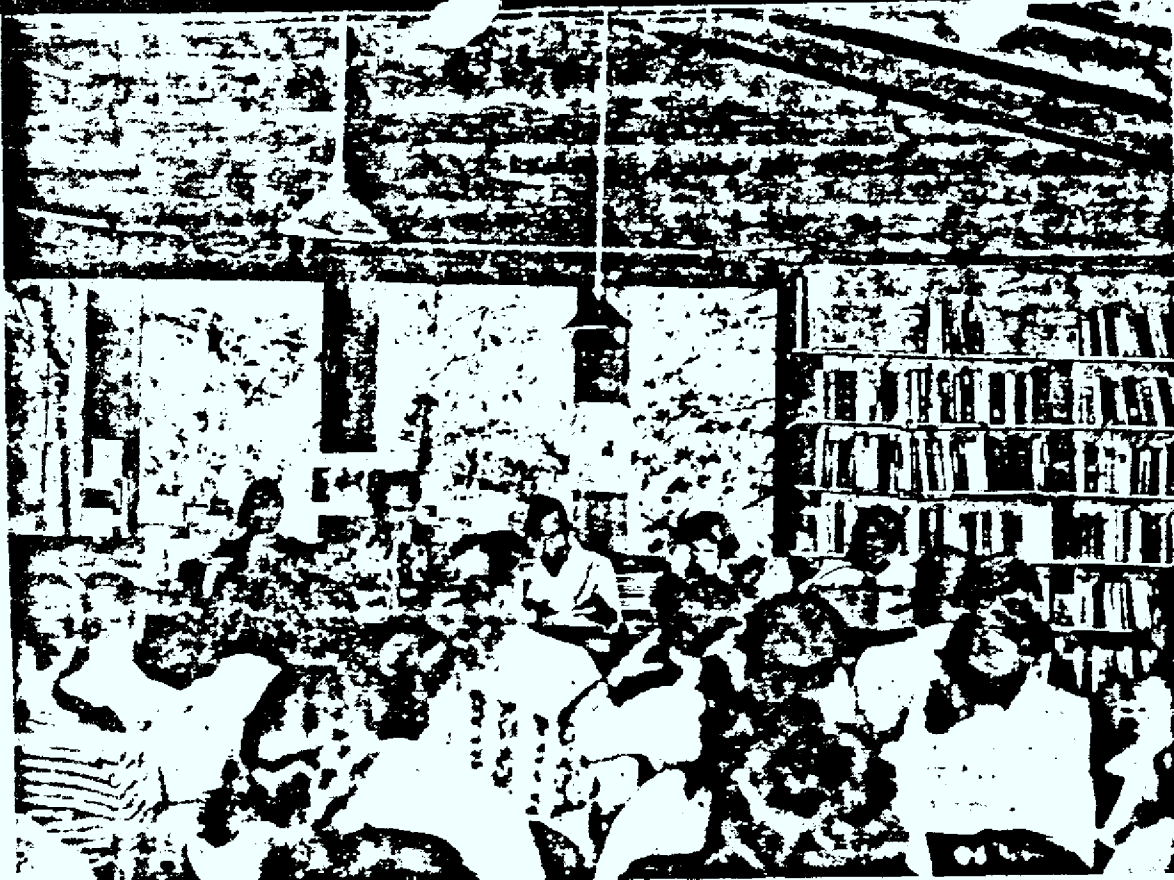
It is incredible that any man with a record of Communist affiliation like that of John B. Thompson



HARRY SCHNEIDERMAN  
Communist Training School  
Schneiderman is formerly of







ALONZO G. MORON, President of Hampton Institute; Septima Clark, integration workshop director at Highlander Folk School; C. N. Parrish, Wilma D. Stokely, a writer of Newport, Tennessee, and Allen McSwain a leader of the Clinton, Tennessee, incident discuss the impact of integration.

SWIMMING  
BOTH THE DAY AND NIGHT  
grated in all respects.



CONRAD BROWNE (with  
treme right), Clinton, Tenn  
Browne was a resident lea  
arising at this socialistic  
Highlander Folk School w  
Folk School jointly oper  
Allen McSwain is credited  
Reverend Maurice McCra  
St. Barnabus Church and  
ganization, 901 Findlay S  
of Koinonia Farm.



ROSA PARKS, MARTIN LUTHER KING AND REVEREND ABERNATHY:

Three outstanding leadership people of the infamous Montgomery, Alabama, bus incident. The development, precipitation and financing of this inflammatory project called for behind the scenes planning and direction beyond the ability or capacity of local people. The relationship between Communist leadership and racial strife is evident from coast to coast and from the Gulf of Mexico to the Great Lakes.